



SCHOOL EDUCATION PLAN

SCHOOL: Westboro Elementary **PRINCIPAL:** Michael Lastiwka

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	19	Salaries	\$2,625,385
Classified	16	SES	\$98,072
		Total	\$272,3457
		surplus/deficit	(\$27,453)

SCHOOL PROFILE AND CONTEXT

Mission Statement:

To prepare our students to be positively contributing members of society when they finish school.

Belief Statement:

At Westboro Elementary we:

- Believe that all children can learn in a safe, caring environment that values diversity and collaboration.
- Engage learners, teach with compassion, model consideration and generosity of spirit resulting in team players and confident learners.
- Strive to have our parents/guardians, staff and community members actively involved in our students’ learning and forge strong partnerships.

“Believe in Yourself ~ Imagine the Possibilities”

Principal: Mike Lastiwka
Assistant Principal: Tracey Prouse
Counsellor: Dianna Graziano



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Quick Facts:

- For the 2020-2021 school year, Westboro Elementary School has a student population of approximately 340 students.
- Westboro Elementary students are served by 38 certificated and classified staff.
- Westboro Elementary was opened in 1970.

Programming Highlights:

- Westboro Elementary is recognized as a caring school community with focus on academics as well as social skills.
- Westboro Elementary is home to regular programming and Logos Christian programming. Westboro Elementary is home to EIPS special education programs: Steps to Enhance Personal Success (STEPS) and Practical Learning and Community Education (PLACE).
- Students in grades 4-6 receive French instruction through the French as a Second Language (FSL) program.
- As a whole school community, students celebrate special events throughout the year, such as: Terry Fox Run, Christmas concert, Earth Day, and National Indigenous Peoples' Day.
- Character education the “Warrior Way”, growth mindset, goal setting and resiliency are focal points at Westboro Elementary.
- Students in grades 1-6 learn about First Nations, Métis, and Inuit culture within their classrooms and teachers and students are supported by an Indigenous Studies teacher.
- Technology is a focal point including laptops, iPads, Chromebooks, using Google platforms, video creation and online media.



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EIPS' PRIORITY:

Enhance High-Quality Learning and Working Environments

SCHOOL GOAL:

By creating a common language and approach, staff and parents/guardians will help students develop resiliency when they face challenging and difficult times.

STRATEGIES:

- School Council will work with teachers and administrators on providing information to parents/guardians about how to encourage resiliency in children. This will include finding books, webinars, and other sessions to share between parents/guardians and staff.
- School Council will have monthly updates on resiliency at every School Council meeting.
- Resiliency will be talked about at all staff meetings.
- Westboro ideas about resiliency will be shared to our school community through social media.
- When students have difficult times, parents/guardians and staff will teach the students the following strategies:
 1. Things Happen
 - Do not internalize it.
 - Do not let it be part of your identity.
 - How Westboro Warriors support each other in bad times.
 - Staff and students can overcome with a growth mindset
 2. Focus on what you can change and accept what you cannot.
 - Look for and appreciate the good.
 - Students will learn to advocate for themselves and others.



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- Need to recognize what they cannot change.
- Feeling emotions is normal.

3. Is what I'm doing helping me or harming me?

- Part of our Warrior Way expectations for behavior.
- Students practice mindfulness about their thoughts.

Controlling thoughts and emotions (resilience) is a skill that must be developed and practiced.

MEASURES:

- Parents/guardians, staff and students will establish a common language and approach to working through adversity.
- Teachers implement the process of teaching growth mindset in their classroom.
- Pre and post tests will show improvement in GRIT scores.
- On the provincial accountability pillar survey, 80% of parents/guardians will agree that students are safe, are learning the importance of caring for others, and learning respect for others and are treated fairly in school.

RESULTS: (To be added for Results Review)



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EIPS' PRIORITY:

Promote Growth and Success for All Students

SCHOOL GOAL:

By Westboro staff identifying student needs and providing the requisite instruction, Westboro students will demonstrate measurable growth in numeracy as indicated by Math screeners used in October, January, and May.

STRATEGIES:

- Use results of MIPI (Math Intervention and Programming Instrument) to help determine which students require support.
- Students who are identified through the MIPI as requiring support will be benchmarked by their homeroom teachers with the support of our division consultant.
- Through the use of screeners three times per year, and a scope and sequence, Westboro will create an inventory of numeracy skills for each student and continue to instruct students at their level of demonstrated competency.
- Teachers will continue to use small group or guided math structure in their classrooms to assist in differentiation.
- Teachers will continue to collaborate to find effective strategies in their small group instruction.
- Students of First Nations, Métis, and Inuit cultures will see themselves reflected more in resources used within the school to establish personal connections with their learning.
- Communicate our numeracy initiatives to parents/guardians through weekly social media updates, website updates, weekly newsletter, and student council video announcements.



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MEASURES:

- More students will achieve the acceptable standard on the Provincial Achievement Test (PAT) at the end of June.
- Teachers will report more students are working at grade level at the end of June than they were in September.
- On the Elk Island Public School parent survey, 90% of parents will say that their child is demonstrating growth in numeracy.
- Staff will create and effectively use the student inventory tool to help instruct students along the numeracy continuum.

RESULTS: (To be added for Results Review)



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EIPS' PRIORITY:

Promote Growth and Success for All Students

SCHOOL GOAL:

By supporting our teaching in creating an instructional focus of phonemic awareness and vocabulary, our students will demonstrate measurable growth in reading as indicated by our standardized assessments administered in October, January, and May.

STRATEGIES:

- Teachers will make use of the data from the STAR literacy assessment to identify learning needs of students.
- Teachers will engage in small group instruction in both reading and writing to support differentiated instruction in the classroom.
- Teachers will make use of the writing continuum to help students self-assess what their next steps are to improve their writing.
- Communicate our literacy initiatives to parents/guardians through weekly social media updates, website updates, weekly newsletters, and student council video announcements.
- Teachers will use standardized assessments in October, January, and May to inform and adjust their evidence-based interventions to support student growth.
- Teachers will use targeted vocabulary instruction, 10 minutes per day (grades 3-6) and phonemic awareness/phonics instruction (grades K-2) to positively impact student response to interventions.
- Teachers will collaborate to evaluate results of assessments and interventions and to expand their knowledge of effective instructional practices. Teachers will be given release time, 3 times per year to review results and collaborate about instructional strategies.
- Teachers will implement strategies for comprehending text before, during and after reading such as predicting, activating prior knowledge, clarifying, evaluating through questioning, and summarizing.



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- Teachers will support student growth in reading fluency by explicit instruction and feedback; providing opportunities for students to be exposed to modeling, as well as practice using appropriately challenging and varied text genres.

MEASURES:

- Students will demonstrate one year's growth as measured by the STAR assessment at the end of June
- All staff will demonstrate a consistent, structured approach to teaching phonemic awareness and vocabulary by the end of January.
- More students will achieve the acceptable standard on the Provincial Achievement Test (PAT) at the end of June.
- On the Elk Island Public school parent survey, 90% of parents is say that their child is demonstrating growth in literacy

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
<input checked="" type="checkbox"/>	<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>We will be hire an Educational Assistant to assist student in completing screeners such as the MIPI and the STAR. We will also use this time to provide support for small group instruction for those that require extra support.</p>	\$9,367
	<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>We are not using this allocation to provide support for professional development for reading interventions, but we have allocated other resources for this purpose.</p>	\$
		Total Allocated \$ 9,367



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SOCIAL / EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
<input checked="" type="checkbox"/>	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>We will be using this time for an Educational Assistant to identify and work with students who are exhibiting signs and symptoms of stress and trauma. This will include unstructured times such as recesses and lunch time.</p>	\$9,793
	<p>Support for professional learning (e.g., release time for teacher(s) to build capacity in providing social/emotional support).</p> <p>Although not budgeted for in this allocation, we will provide release time for this position when we find appropriate professional learning opportunities.</p>	\$
		Total Allocated \$ 9,793

