

School Education Plan and Results Report

2018-22

Year 1



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, staff and community members actively involved in our students' learning and forge strong partnerships.

Message from the Staff:

Westboro Elementary is an educational community where people work collaboratively to develop their own, as well as each other's, potential. In this community, emphasis is given to developing a safe, kind and welcoming environment. Messages that are transmitted promote human relations and personal regard.

We believe that forging a partnership with the home is essential if we are to maximize student development intellectually, emotionally, socially, creatively and physically. As educators, we are committed to providing quality educational experiences in a safe and caring environment in which all students can learn and experience success.

“Believe in Yourself ~ Imagine the Possibilities”



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Students at Westboro are goal setters and are learning about resiliency.

(EIPS Priority 1, Goal 3)

GOAL 2: More students demonstrate measurable growth in numeracy.

(EIPS Priority 1, Goal 2)

GOAL 3: More students demonstrate measurable growth in literacy.

(EIPS Priority 1, Goal 2)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Mike Lastiwka
Assistant Principals: Chantel Werner
Counsellor: Dianna Graziano

Quick Facts:

- For the 2018-2019 school year, Westboro Elementary School has a student population of approximately 350 students.
- Westboro Elementary students are served by 42 certificated and classified staff.
- Westboro Elementary was opened in 1970
- The total school budget: \$3,015,608 which includes 95% of total budget dedicated to staffing.

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 Elk Island Public Schools (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, 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 also in a specially designed Indigenous Studies class.
- Technology is a focal point including laptops, iPads, Chromebooks, using Google platforms, video creation and online media.
- Extra - Curricular activities include: “buddies” club, track club, running club, “what’s up, Westboro?” media team, coding club, library club, battle of the books club, volleyball club, recycling club, choir, grades 5/6 girls’ talk group, basketball and AMA safety patrollers.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Staff at Westboro elementary all began to use a guided reading model in their classrooms. Teachers were able to use this class structure to ensure that students were accessing books that were a good fit for them and the use of small group instruction helped teachers to be able to give feedback to students that enabled them to grow as readers.

Many of our teachers also began to introduce small group instruction, or guided math groupings to differentiate their instruction. This helped our teachers provide instruction to each student that was more tailored to their needs.

As a result of our efforts, we saw an improvement in the number of students who achieved the standard of excellence.

Challenges:

Our classrooms continue to have an increasingly diverse profile. Our students come to us with a wide range of needs and our teachers continue to find strategies to meet the diverse learning needs of our students. In analyzing our Provincial Achievement (PAT) results, we have noticed an improvement in the number of students who achieved the standard of excellence and the number of students who achieved the acceptable standard has remained steady. At first glance, it would appear that the number of students who achieved the acceptable standard went down, however, this number is greatly influence by the fact that we had 6 students who were exempted and did not write the exam. We typically have between 1 and 3 students who are exempt from writing.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Our successes and challenges greatly impacted our planning for our 2018-19 plan. The success we have seen implementing small group instruction into our literacy and numeracy classes has encouraged us to continue and expand this kind of instruction. Small group instruction allows our teachers to help meet the diverse needs of the classroom.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Students at Westboro are goal setters and are learning about resiliency.
(EIPS Priority 1, Goal 3)

Division Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies:

- Students identify a way they would like to contribute to society when they finish school using their All About Me digital portfolio
- Students create a personal and academic goal using their All About Me digital portfolio.
- Parents and staff members begin to work on strategies to help teach students to be resilient
- Parents create resiliency tips and strategies and communicate these strategies on school website and newsletter as well as other social media
- Staff to attend a professional learning session with Dr. Jody Carrington
- Staff and parents to attend Restorative Justice information seminars. March 8th for staff

Performance Measures:

- Each student has identified how they would like to contribute to society when they finish school on their All About Me profile

- School council will develop a list of tips for parents on how to help their child become more resilient.
- 80% of parents will access their child’s All About Me profile.

School Goal 2: More students demonstrate measurable growth in numeracy. *(EIPS Priority 1, Goal 2)*

Division Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

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.
- Teachers will begin using a small group or guided math structure in their classrooms to assist in differentiation.

Performance 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

School Goal 3: More students demonstrate measurable growth in literacy.
(EIPS Priority 1, Goal 2)

Division Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Strategies:

- Teachers will make use of the data from the STAR reading 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.
- Teachers will have available to them detailed lessons on First Nations, Métis, Inuit peoples accompanied by literacy rich texts.

Performance Measures:

- Students will demonstrate one year’s growth as measured by the STAR assessment at the end of June
- Students will be able to self-assess and report what their next steps are to improve in writing on the All About Me digital portfolio.
- More students will achieve the acceptable standard on the Provincial Achievement Test (PAT) at the end of June.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBO	89.6	25.0	94.1	19.6	83.0	19.1	85.2	14.8	84.4	22.2	80	20
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	WBO	83.3	12.5	76.5	11.8	76.6	8.5	70.4	1.9	66.7	13.3	70	13
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14		
Science 6	WBO	91.7	27.1	84.3	17.6	85.1	23.4	87.0	40.7	75.6	33.3	75	25
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	WBO	81.3	22.9	76.5	13.7	68.1	8.5	75.9	11.1	75.6	33.3	75	25
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

Student Engagement Measures

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 school.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.7	90.9	86.6	91.8	89	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	98.1	94.7	94.0	96.2	95	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	86.7	96.4	88.6	96.0	89.4	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	96.2	81.6	77.2	83.2	82.5	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.1	85.8	82.0	82.9	90.4	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	98.2	90.5	96.0	97.1	98.1	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	86.7	92.7	70.6	78.0	90.5	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	91.5	74.3	79.5	73.4	82.5	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.4	73.9	83.2	78.9	82.2	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	85.7	84.2	95.0	95.2	95.2	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	57.1	63.6	71.4	62.5	69.5	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.1	93.1	94.4	91.2	91.5	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	98.5	100.0	98.3	97.6	99.2	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	90.7	84.8	92.7	81.7	81.7	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0

Student	98.9	94.3	92.0	94.2	94.2	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2
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Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.9	89.8	89.6	77.9	83.6	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	94.9	90.1	92.5	88.6	86.7	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	88.9	89.5	86.8	67.1	83.6	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	95.9	95.0	81.5	87.8	85.9	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	94.1	94.4	70.0	95.2	85.7	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	100.0	100.0	85.7	75.0	78.6	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	93.6	90.7	88.6	93.2	93.5	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	WBO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.4	93.2	78.9	80.3	84.1	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	89.8	93.7	96.0	99.0	93.2	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.0	92.7	61.8	61.5	75.0	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

On April 30th, 2018, our school administrative team met with members of our school council executive to discuss our School Education Plan. Our conversation mostly revolved around how parents could support our school goal of building resiliency in our students. Parents at this meeting came up with strategies that were included in our School Education Plan.

On May 30th, 2018, details of our school education plan were shared with the parents at our school council meeting. Parents were invited to give feedback and were informed of next steps in the process.

On September 26th, 2018, our school council began a parent conversation regarding resiliency and we had a very good conversation about how parents can support our school goals.

We will be posting our School Education Plan on our website. We will also be continuing to have conversations with our parents and other stakeholders at future school council meetings and whenever else it would be appropriate.