

# School Education Plan and Results Report

## 2018-22

### Year 2



#### **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 who demonstrate 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, Metis, 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 2019-2020 school year, Westboro Elementary School has a student population of approximately 362 students.
- Westboro Elementary students are served by 38 certificated and classified staff.
- Westboro Elementary was opened in 1970
- The total school budget: \$2, 860, 483 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 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.
- 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, grade 5/6 girls’ talk group, basketball and AMA safety patrollers.

## SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

### Successes:

All of our teachers began using the All About Me online student portfolio. Many of our teachers found that they were very effective in setting goals and reporting growth and achievement to parents. They found that the portfolio was especially useful during parent, student, teacher conferences.

Research suggests that students who are socially connected are more resilient. The work that we started with creating a restorative culture and the professional learning session that our teachers participated in with Dr. Jody Carrington were important steps forward in helping our students become more resilient.

It was another successful year in the implementation of our guided math, small group instruction in numeracy. Our grade six teachers adopted this strategy and attributed the fact that we had 25% of our students that wrote the exam achieve the standard of excellence in our provincial achievement exam to small group instruction. This is especially significant because in the previous 7 years our school did not achieve above 15%.

Our work with guided reading and small group instruction in literacy has been something to celebrate this year. We have seen a shift in teachers moving to guided reading, small group instruction and many of our teachers have moved towards the reader and writers workshop frameworks. Our grade 6 English Language Arts achievement on the provincial achievement exam would reflect this success with 25% of our students achieving the standard of excellence and only 1 of our students not reaching the acceptable standard.

**Challenges:**

Although we have seen an increase in achievement in literacy and numeracy, our parent survey results seem to indicate that our parents are unaware of our new initiatives and the success our students are having. We believe this is due to a lack of, or not effective enough communication between the school and students' parents and or guardians.

During the course of this year, we have made use of the All About Me online student portfolio. The software was successful in helping students set goals and share information about what they were doing but it was not as user friendly as we would have liked it to be. This was especially true for our division one students. Although we have been in contact with the company and they are in the process of making changes, this did present a challenge to students, teachers and parents.

Our provincial achievement test results improved and/or stayed the same in most subjects and categories when comparing student who wrote the exam over the last few years. 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 8 students who were exempt and did not write the exam. We typically have between 1 and 3 students who are exempt from writing. When calculating percentages on the charts below, every student who does not write is assigned a 0 for the exam.

**How, and to what degree, did those successes/challenges impact planning for 2019-20?**

From the Provincial Achievement data we have gathered and the results we have seen from assessing our students reading levels, we believe that the strategies we have implemented have been successful. More specifically, we believe that small group instruction in our Math and Language Arts classes have provided an increase in achievement. When talking with our teachers, we have determined that a continued focus on these new strategies would be most

appropriate as they are new and we still have room for improvement as to how we implement them.

## SECTION FOUR: School Goals, Strategies and Performance Measures

**School Goal 1:** Students at Westboro are goal setters who demonstrate 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 continue with follow up training on Restorative Practices on October 11th
- Students will receive small group or individualized pull-out support or enrichment from their classroom teachers in designated times throughout the year.
- We will begin to evaluate tools that measure GRIT and resilience.

**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 can become more resilient.
- Measurement tool to determine GRIT is acquired and used.
- 80% of parents will access their child's All About Me profile.
- On the provincial accountability pillar survey, 90% of parents 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.

**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 with the support of our division consultant.
- 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, Metis, 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 through weekly social media updates and student council video announcements.

**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
- On the Elk Island Public school parent survey, 90% of parents will say that the school keeps them informed of their child's progress.

**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 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.
- Teachers will meet as a group three times throughout the year to create detailed lessons on First Nations, Metis, Inuit Peoples accompanied by literacy rich texts.
- Communicate our literacy initiatives to parents through weekly social media updates and student council video announcements.

**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.
- On the Elk Island Public school parent survey, 90% of parents will say that the school keeps them informed of their child’s progress.

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures**

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBO	94.1	19.6	83.0	19.1	85.2	14.8	84.4	22.2	83.6	21.8	80	20
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	23.3		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	WBO	76.5	11.8	76.6	8.5	70.4	1.9	66.7	13.3	69.0	21.8	70	20
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14	82.5	15.0		
Science 6	WBO	84.3	17.6	85.1	23.4	87.0	40.7	75.6	33.3	76.4	38.2	75	25
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	WBO	76.5	13.7	68.1	8.5	75.9	11.1	75.6	33.3	70.9	27.3	75	25
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.9	86.6	91.8	91.5	90.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89	89.0
Teacher	94.7	94.0	96.2	97.1	97.8	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95	95.1
Parent	96.4	88.6	96.0	91.8	84.8	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	81.6	77.2	83.2	85.7	87.8	80.7	81.0	81.8	81.6	92.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	WBO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.8	82.0	82.9	90.4	86.8	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83	82.9
Teacher	90.5	96.0	97.1	98.1	96.8	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	92.7	70.6	78.0	90.5	77.2	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	74.3	79.5	73.4	82.5	86.3	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2017	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.9	83.2	78.9	82.2	81.3	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	84.2	95.0	95.2	95.2	100	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	63.6	71.4	62.5	69.5	62.5	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WBO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	93.1	94.4	91.2	91.5	93.8	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90	90.2
<b>Teacher</b>	100.0	98.3	97.6	99.2	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
<b>Parent</b>	84.8	92.7	81.7	81.7	83.3	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86	86.4
<b>Student</b>	94.3	92.0	94.2	94.2	98	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	89.8	89.6	77.9	83.6	90.6	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	90.1	92.5	88.6	86.7	98.6	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	89.5	86.8	67.1	83.6	82.5	79.8	81.0	80.0	79	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	95.0	81.5	87.8	85.9	91.0	79.1	80.0	80.2	79.5	81	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	94.4	70.0	95.2	85.7	100	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	100.0	85.7	75.0	78.6	75.0	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	90.7	88.6	93.2	93.5	98.0	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

## 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	93.2	78.9	80.3	84.1	83.8	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	93.7	96.0	99.0	93.2	100	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	92.7	61.8	61.5	75.0	67.5	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

#### Communication of Plan:

On April 30<sup>th</sup>, 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 30<sup>th</sup>, 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 26<sup>th</sup>, 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.

On September 18<sup>th</sup>, 2019, our school administrative team shared some minor updates relative to the plan. We discussed how the plan would be largely unchanged as most strategies would be continued.