



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** Westboro      **PRINCIPAL:** Mike 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

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	18.5	Salaries	\$ 2,642,119
Classified	9.621	SES	\$81,335
		Total	\$2,723,454
		End of Year Surplus/deficit	\$ 27,453

**SCHOOL PROFILE AND CONTEXT**

- 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.
- Westboro Elementary offers 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).
- 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.
- 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 patrol.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **EIPS PRIORITY:**

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

### **SCHOOL GOAL:**

Students at Westboro are goal setters who demonstrate resiliency.  
(*EIPS Priority 1, Goal 3*)

### **STRATEGIES/ACTIONS IMPLEMENTED:**

- 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 the school website and newsletter as well as other social media platforms.
- Students will receive small group support or enrichment from their classroom teachers in designated times throughout the year where possible.
- We will begin to evaluate tools that measure GRIT and resilience.

### **RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Students at Westboro did use their All About Me digital portfolios to explore career options and begin to consider how they would contribute to society when they finished school. We were unable to work with our school council to develop strategies to help students be resilient. We were able to facilitate small group support that helped our students with foundational skills. We did begin work on GRIT measurement tools and did pre-test with students. We were unable to complete our lessons on GRIT and posttests due to the COVID-19 shutdown. On the provincial accountability pillar survey, 93% of parents agreed that students are safe, are learning the importance of caring for others, and learning respect for others and are treated fairly in school.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### EIPS PRIORITY:

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

### SCHOOL GOAL:

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

### STRATEGIES/ACTIONS IMPLEMENTED:

- 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.
- Staff 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 through weekly social media updates and student council video announcements.

### RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Although we did not create an inventory tool, staff collaboratively identified foundational math skills and issues with place value as key areas to focus on in the upcoming year. We did make use of the MIPI and Benchmarking interview to identify student requiring remediation. We did also have teachers making more use of small group and individualized instruction. We were unable to see our Provincial Achievement Results and implement our Math parent night due to the COVID 19 restrictions.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **EIPS PRIORITY:**

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

### **SCHOOL GOAL:**

More students demonstrate measurable growth in literacy.

*(EIPS Priority 1, Goal 2)*

### **STRATEGIES/ACTIONS IMPLEMENTED:**

- 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 through weekly social media updates and student council video announcements.

### **RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Teachers were able to use STAR data to identify students' learning needs. Small group instruction was used to facilitate differentiated instruction. Assistant principal used her knowledge to support teachers by organizing resources and team teaching in classrooms to improve instructional strategies. Our literacy lead teachers created literacy tips for parents that were shared through our schools Twitter account and shared with our Westboro Parents Facebook page. Our provincial achievement results and end of the year STAR results were not measured due to the COVID-19 restrictions.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **Reflecting on your data, what was your greatest success?**

89% of teachers and parents are satisfied with parental involvement in decisions about their child's education in the accountability pillar survey. I am very grateful for the collaborative community at Westboro Elementary. Even during the lockdown, staff were willing to make phone calls, hold video meetings and create video messages for Westboro families. Parents also sent me many messages of appreciation for these videos. I believe this is evidence of the strong connection among all members of our school community.

### **Reflecting on your data, what was your greatest opportunity for growth?**

Although, there is no data as a result of there being no Provincial Achievement Exams last June, I believe one of our continued opportunities for growth will continue to be our achievement in Math. We had some excellent collaboration opportunities in March of last year, and I believe that our staff were all very much united in their approach to improving our math scores. The lockdown put an abrupt pause on these efforts and the new focus on keeping everyone safe and healthy has made it difficult to pick up where we left off. Considering the fact that the mental and physical health of our staff and students has become all consuming, as has learning the new Brightspace online platform, I'm not sure when we be able to make this a focus again.



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**Combined 2019 Accountability Pillar Overall Summary Sample** (cut and pasted from Alberta Education Accountability Pillar -School Three Year Plan)

Measure Category	Measure	Westboro Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	93.0	90.1	91.1	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	83.7	90.6	84.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	95.2	93.8	92.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	75.0	75.6	77.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Excellence</a>	27.3	25.6	19.2	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	83.3	81.3	80.8	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	86.3	86.8	86.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	89.1	83.8	82.7	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	92.9	91.0	88.2	81.5	81.0	80.9	Very High	Maintained	Excellent

**Notes:**

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Ministry Performance Measures 2019-20

### EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.8	78.2	79.6	75.6	75.0
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.7	14.9	17.1	25.6	27.3
Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	N/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	N/a	n/a

		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E
English Language Arts 6	School	83.0	19.1	85.2	14.8	84.4	22.2	83.6	21.8
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
Mathematics 6	School	76.6	8.5	70.4	1.9	66.7	13.3	69.1	21.8
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	School	85.1	23.4	87.0	40.7	75.6	33.3	76.4	38.2
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6
Social Studies 6	School	68.1	8.5	75.9	11.1	75.6	33.3	70.9	27.3
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.0	82.9	90.4	86.8	86.3
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.	86.6	91.8	91.5	90.1	93.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.4	91.2	91.5	93.8	95.2
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.	83.2	78.9	82.2	81.3	83.3
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	60.6	48.5	52.4	73.0	65.8
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.9	80.3	84.1	83.8	89.1
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.	89.1	87.8	85.9	91.0	92.9

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.0	82.9	90.4	86.8	86.3	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	96.0	97.1	98.1	96.8	97.8	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	70.6	78.0	90.5	77.2	80.0	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	79.5	73.4	82.5	86.3	81.0	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.2	78.9	82.2	81.3	83.3	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	95.0	95.2	95.2	100.0	100.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	71.4	62.5	69.2	62.5	66.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	60.6	48.5	52.4	73.0	65.8	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	66.7	58.5	62.5	96.0	86.1	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	54.5	38.5	42.3	50.0	45.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.6	77.9	83.6	90.6	83.7	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	92.5	88.6	86.7	98.6	96.5	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	86.8	67.1	80.5	82.5	70.8	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.9	80.3	84.1	83.8	89.1	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	96.0	99.0	93.2	100.0	98.9	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	61.8	61.5	75.0	67.5	79.3	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.6	91.8	91.5	90.1	93.0	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	94.0	96.2	97.1	97.8	97.8	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	88.6	96.0	91.8	84.8	93.3	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	77.2	83.2	85.7	87.8	88.0	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6



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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.5	87.8	85.9	91.0	92.9	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	70.0	95.2	85.7	100.0	100.0	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	85.7	75.0	78.6	75.0	83.3	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	88.6	93.2	93.5	98.0	95.5	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6