

## School Education Plan and Results Report

2015-2018

Year 2

### **Mission Statement:**

We are a learning community that motivates every student to aspire to reach their personal best, to embrace diversity, to honour relationships and to be caring individuals and responsible citizens. Our goal is to prepare all learners to succeed in a changing world.

### **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:** More students demonstrate measurable growth in numeracy.

*(EIPS Priority 1, Goal 2)*

**GOAL 2:** More students demonstrate measurable growth in literacy.

*(EIPS Priority 1, Goal 2)*

**GOAL 3:** More students are active citizens who promote and celebrate diversity.

*(EIPS Priority 2, Goal 1; EIPS Priority 2, 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:** Colleen Alpern  
**Assistant Principal:** Matt Matheson  
**Counsellor:** Patti Fedor

### Westboro Quick Facts:

- For the 2016-2017 school year, Westboro Elementary School has a student population of approximately 355 students.
- WBO Students are served by 42 certificated and classified staff.
- Westboro Elementary was opened in 1970
- The total school budget: \$3, 152, 929 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 programming.
- Westboro is home to EIPS special education programs: STEPS and PLACE.
- Students in grades 4-6 receive French instruction through the French as a Second Language (FSL) program.
- Character education and global citizenship are two focal points at Westboro Elementary.
- 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, tech ninjas, library club, leadership team, soccer club, recycling club, choir, grade 5/6 girls’ talk group, and AMA safety patrollers.

## SECTION THREE: School Education Results Report (2015-2016)

What were the greatest successes / challenges faced in 2015-2016?

### Successes:

Staff at Westboro Elementary were successful in receiving and implementing training on Fountas and Pinnell; we were able to complete and create school-wide writing exemplars; develop rubrics for and implement a new report card and develop our skills in using Project Based Learning (PBL) and technology in our classrooms to enhance student learning.

The Parents’ Group was successful in replacing the playground with fabulous new structures aimed at reaching and including all students.

We began a revamping of our library commons space complete with a thorough weeding of books and resources, development of plans and purchase of approximately half of the new furniture.

We continue to develop skills with technology, specifically with our classified staff, and to purchase technology as needed to enhance student learning.

### Challenges:

The school facility itself. EIPS has been wonderful at trying to meet school needs for cosmetic

upgrades, but the school needs some large scale physical improvements such as bathroom renovations, office reconfiguration, classroom painting, replacement of old failing portables and new flooring.

Classified staff. We have a large number of classified staff and this creates a need for specialized PD, communication tools and other ways to support them. There is also a lack of trained staff to fulfill the many positions that we require at Westboro to deal with our system program students.

How, and to what degree, did those successes / challenges impact planning for 2016-2017?

With the focus we had on literacy last year, we are now excited to expand the focus to include numeracy at Westboro for this school year; resources, teaching strategies, parental involvement, and Mathletics are just a few of the areas that we are exploring.

The facility requirements are beyond our control and we must apply and wait to receive funding as it is available.

Funding and fundraising continue to be a priority for our Parents' Groups in order to support the many initiatives such as playground replacement and Library Commons upgrades.

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

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

**Division Outcome:**

Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

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

**Strategies:** Provide PD opportunities for staff through training and co-teaching with consultant

Subscribe to Mathletics

Provide small group support for struggling students

Implement use of MIPI

Host Numeracy Evening for parents

Organize manipulatives, resources and replenish as needed

Use daily math training; games; math buddies

**Performance Measures:**

- MIPI benchmarking year to create established data
- 2% increase in level of excellence achievement in Grade 6 PATs / Maintain standings in acceptable achievement
- The percentage of teachers reporting that in the past 3-5 years the professional development and inservicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth

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

**Division Outcome:**

Priority 1: Promote growth and success for all students.

**GOAL 2: SUCCESS FOR EVERY STUDENT**

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

**Strategies**     Implement STAR assessment  
Continue Fountas and Pinnell diagnostic testing as required  
Hire part-time literacy consultant to support students and staff  
Regrouping classrooms based on need and level for 6 week interval pull-out program focusing on word work, reading and writing about their reading.  
Establish school-wide scope and sequence for writing and reading  
Train staff in the use of Levelled Literacy Intervention (LLI) kits (release time and collaboration)  
Explore co-constructed assessment training and implementation with Sandra Herbst School structured literacy time (explore: Paired reading; weekly dedicated writing periods in Div. II; School wide writing sample done yearly; Authentic writing tasks)

**Performance Measures**

- STAR Benchmarking year to create established data
- 2% increase in level of excellence achievement in grade 6 PATs / Maintain standings in acceptable achievement
- Numbers of students assessed using Fountas and Pinnell
- Number of teachers using co-constructed criteria for assessment
- The percentage of teachers reporting that in the past 3-5 years the professional development and inservicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth

**School Goal 3:** More students are active citizens who promote and celebrate diversity.  
*(EIPS Priority 2, Goal 1; EIPS Priority 2, Goal 2)*

**Division Outcome:**

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 SUCCESS FOR EVERY STUDENT**

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

**Strategies**     Implement bi-monthly Bucket Filling virtue program supported through assemblies, classroom activities and media announcements  
Support ongoing inclusion through programs in the STEPS and PLACE classrooms (ie. buddy programs).  
Support student wellness through Anti-bullying programs and cross-grade

collaboration

Continue the implementation of the Boomerang Club

Begin exploration of FNMI education through sharing of suggested book titles, the staff participation in the blanket activity, treaty land acknowledgement at staff meetings and school council meetings and creation of Celebration on Aboriginal Day (June 21).

Incorporate a “Buddy Bench” into the new playground.

**Performance Measures**

- 5% increase in 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.
- 5% increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures**

**PAT Course by Course Results by Number Enrolled.**

		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WBO	88.7	11.3	94.4	20.4	89.6	25.0	94.1	19.6	83	19.1	83	21
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	WBO	77.4	17.0	72.2	5.6	83.3	12.5	76.5	11.8	76.6	8.5	77	14
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	71.4	13.8		
Science 6	WBO	88.7	30.2	87.0	20.4	91.7	27.1	84.3	17.6	85.1	23.4	85	28
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	77.6	27.7		
Social Studies 6	WBO	83.0	20.8	83.3	11.1	81.3	22.9	76.5	13.7	68.1	8.5	71	15
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.1	22.6		

**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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	90.9	97.0	93.7	90.9	86.6	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
<b>Teacher</b>	99.0	100.	98.1	94.7	94.0	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4

		0													
<b>Parent</b>	78.0	97.3	86.7	96.4	88.6	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
<b>Student</b>	95.6	93.6	96.2	81.6	77.2	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

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

	WBO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	86.0	92.7	92.1	85.8	82.0	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
<b>Teacher</b>	99.0	98.7	98.2	90.5	96.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
<b>Parent</b>	64.6	88.0	86.7	92.7	70.6	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
<b>Student</b>	94.5	91.5	91.5	74.3	79.5	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	51.1	80.2	71.4	73.9	83.2	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
<b>Teacher</b>	80.0	93.8	85.7	84.2	95.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
<b>Parent</b>	22.2	66.7	57.1	63.6	71.4	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	WBO					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	89.5	95.6	96.1	93.1	94.4	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	97.5	100.0	98.5	100.0	98.3	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
<b>Parent</b>	73.3	87.8	90.7	84.8	92.7	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	97.6	99.0	98.9	94.3	92.0	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	86.0	88.0	91.9	89.8	89.6	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	87.5	92.8	94.9	90.1	92.5	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
<b>Parent</b>	84.4	83.2	88.9	89.5	86.8	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	72.2	88.3	95.9	95.0	81.5	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	78.9	68.8	94.1	94.4	70.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3

<b>Parent</b>	40.0	100.0	100.0	100.0	85.7	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	97.6	96.0	93.6	90.7	88.6	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

## 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	73.0	86.9	79.4	93.2	78.9	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	97.0	93.8	89.8	93.7	96.0	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	48.9	80.0	69.0	92.7	61.8	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

Initial Planning for the SEP was done with parent input at School Council meetings in March and April. This SEP will be presented at the School Council meeting in November. It will also be posted on to our school website upon approval.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.