

# School Education Plan and Results Report

2012-2015

Year 2



**Wes Hosford**  
Elementary School



**Elk Island Public Schools**

## **School Profile and Foundation Statements**

School: Wes Hosford School

Principal: Mrs. Patti Berry

Assistant Principal: Ms. Kari Archer

### **Our Community**

Wes Hosford School takes its name from one of the original settlers in the region, J.W. (Wes) Hosford, who began farming in the district in 1919. He has been honored by being named “Dairyman of the Century” and by also being named to the Alberta Agriculture Hall of Fame. Mr. Hosford was community minded and became a school board member in Sherwood Park in the fall of 1955.

Wes Hosford School is located in the heart of Sherwood Park with easy access to Strathcona County’s walking paths and adjacent to Glen Allan Recreation Centre. With a population of 457 students and a staff of 43, Wes Hosford School has 18 classrooms in Grades 1 to 6, two morning and one afternoon Kindergarten classes.

The fundamental belief of Wes Hosford School is expressed in its mission statement: “Our Mission is to provide an engaging atmosphere which facilitates and supports lifelong learning and wellness. In a safe environment we will meet the diverse needs of students while modeling responsible citizenship for a global society.” In support of this mission, and also of our vision to ‘be the change we want to see in the world’, staff and students are learning and living the 7-Habits of Highly Effective People. Student leadership is promoted through reinforcement of the 7-Habits and competencies such as creativity and innovation; critical thinking and problem solving; communication and collaboration; initiative and self-direction; and leadership and responsibility.

In a child centered environment students experience being a successful learner in academics, physical education and fine arts. In order to prepare our students for 21<sup>st</sup> century learning and curriculum re design, a portable computer lab with 30 ipads, 30 laptops, 30 touch screen net books and most recent 42 chromebooks are available for student use. A library based multi media research center consisting of 10 laptops is also accessible by students. Wireless internet has been upgraded throughout the school, and SMART Boards and document cameras are installed in every classroom including the music room and library. Choir, Track/Running Club,

Dance Club, Media Club and Lego Robotics are also offered at various times throughout the year. Early Reading Intervention, OT/PT, ESL support and Speech/Language therapy are also provided.

Wes Hosford School has a strong, supportive School Council and Fund Raising Society who work collaboratively with staff to provide projects, opportunities and celebrations that enhance the school environment. These activities include Hot Lunches, a Family Dance, School Spirit Day support as well as numerous other events throughout the year. Many volunteers are associated directly with each class and assist by preparing materials and displays, or by working with students, individually or in small groups, under the direction of the teacher.

A sense of shared responsibility and cooperation among our parents, students and staff contribute to the successful, positive and inviting educational setting for students at Wes Hosford School.

**Wes Hosford School Motto:**

Wes Hosford Students do the right thing even when no one is looking.

**Wes Hosford School Vision:**

At Wes Hosford we will be the change we want to see in the world.

**Wes Hosford School Mission Statement:**

Our mission is to provide an engaging atmosphere which facilitates and supports lifelong learning and wellness. In a safe environment, we will meet the diverse needs of students while modeling responsible citizenship for a global society.

**Wes Hosford School Belief Statement:**

Students learn and grow best in an atmosphere in which students, parents and teachers communicate together.

**Wes Hosford School Goals:**

- To deliver a collaborative citizenship program that prepares students to become actively involved in our school, community and the world.
- To be responsive through engaging teaching and learning strategies to meet the individual learning needs of our students.

**Elk Island Goals:**

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

**Elk Island Public Schools Guiding Principles:**

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

## Provincial Goals:

### Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

### Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

### Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

### Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

| School Based Professional Learning Day | Topic and brief description of plan (1 to 2 sentences)                      | Linked to School Goal         |
|--|---|-------------------------------|
| November 01                            | Leader in Me<br>Fountas and Pinell Training<br>Discovery Education Training | Goal #1<br>Goal #2<br>Goal #2 |
| April 11                               | Inquiring Education Curriculum Development                                  | Goal #2                       |
| May 16                                 | EIPs LIM Collaborative Schools Workshop                                     | Goal #1                       |

## **Wes Hosford School Goal 1**

To deliver a collaborative citizenship program that prepares students to become actively involved in our school, community and the world.

### **Strategies:**

- Continue with year three of the “Leader In Me” program
- Develop common language promoting the “Leader in Me” Program
- Provide staff with opportunities for collaborative time to integrate and infuse the “Leader In Me” process into classroom activities.
- Provide opportunities for students to become involved in service/ learning projects
- Equip students with the skills, knowledge and attitudes necessary to model character education traits to younger students
- All Grade Six students complete DARE Program
- Increase Grade Six Leadership Opportunities
- Cyber Responsibility presentations by the SAFFRON Center
- Maintain accumulative awareness of citizenship awards through the Junior Lighthouse Team (Formally known as PALS - Peers As Leaders in School) group

### **Performance Indicators:**

- “Leader in Me” program visible throughout the school
- Involvement of three school wide service projects
- Time provided at each staff meeting to share LIM goals/projects for the month
- Professional Development priority for “Leader in Me” Program
- Evidence of improvement in accountability pillar results in the area of character education and global citizenship

| <b>Accountability Pillar Overall Summary</b>   |                           | <i>Current Result 2013</i> | <i>Previous 3-yr Average</i> |
|--|---------------------------|----------------------------|------------------------------|
| Survey Results   |                           |                            |                              |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.   | <b>Wes Hosford School</b> | <b>84.8</b>                | <b>85.8</b>                  |
|  | <b>Province</b>           | <b>83.4</b>                | <b>82.0</b>                  |
| 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. | <b>Wes Hosford School</b> | <b>88.3</b>                | <b>90.8</b>                  |
|  | <b>Province</b>           | <b>89.0</b>                | <b>86.1</b>                  |

**School Education Results Report 2012/2013 (Completed October 2013)**

SEP GOAL #1 To deliver a collaborative citizenship program that prepares students to become actively involved in our school, community and the world.

Based on the Accountability Pillar results, observations, feedback from all stakeholders through the 2012-2013 school year WHF has achieved the following results:

- Staff and students use the “ 7 Habits “ language in day to day interaction
- Every classroom has a display that includes “The Leader In Me 7 Habits Tree”
- All classrooms display their classroom mission statement
- Increased Grade Six leadership opportunities including tech. team and morning announcement team
- All Grade Five and Grade Six students will have had the opportunity to participate in the cyber awareness sessions provided by the SAFFRON Center
- Collaborative grade group planning time provided at SBPD as well as at weekly Assembly Time
- WHF School participated in three community charity projects including the Terry Fox Run, Hair Massacure as well as fundraising for the local Christmas Bureau.
- WHF focused SBPD on “7 Habits” training

## **Wes Hosford School Goal 2**

To be responsive through engaging teaching and learning strategies to meet the individual learning needs of our students.

### **Strategies:**

- Provide continued professional development in the area of instructional technologies
- Continued support available for staff during staff meetings
- Utilize technology to engage students in learning (as per the results of the Tell Them From Me survey)
- Establish school based PD on differentiated instruction such as the P.A.C.T.
- Provide staff with professional development opportunities such as the Daily Five
- Staff PD presented by Marion Small in the area of Critical Math Thinking
- Will expand programming options for high ability students through differentiated instruction
- Provide support for disengaged learners by individualizing learning opportunities
- Develop Individual Program Plans that reflect on the child's learning needs

### **Performance Indicators**

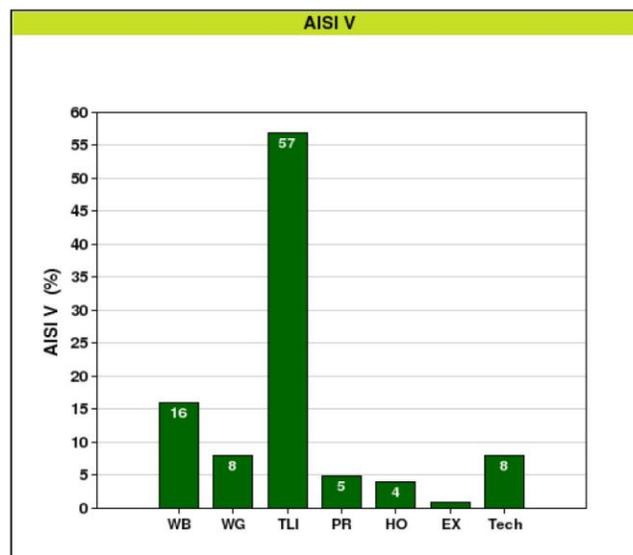
- Staff has a list of technology teaching and learning tools documented in their daily lesson plans
- Evidence of the infusion of educational technologies used in daily practice
- Certificated teacher monitors ELL, FNMI, ERI instruction
- Staff model innovation and diversity in day to day teaching
- SBPD priority on innovative teaching and learning
- Tell Them from me Survey:
  - Students self report on how they learn in school
  - Students self report on how they would like to learn in school



### Multiple Choice Question

Students were asked: "Tell Us How You Learn in School"

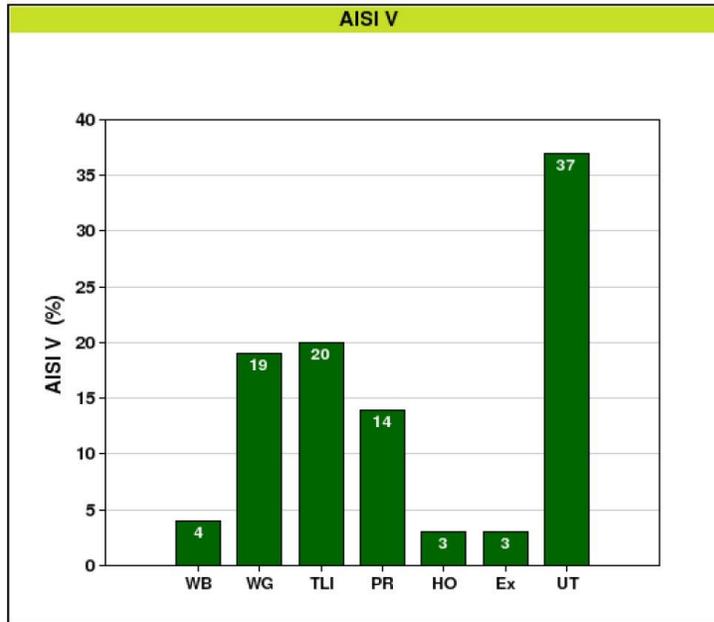
- Workbooks (WB)
- Work in groups (WG)
- Teacher-led instruction (TLI)
- Projects (PR)
- Helping others or groups in need (HO)
- Learn from experts outside the classroom (EX)
- Use technology (Tech)



### Multiple Choice Question

Students were asked: "Tell Us How You Would Like to Learn"

- Workbooks (WB)
- Work in groups (WG)
- Teacher-led instruction (TLI)
- Projects (PR)
- Helping others or groups in need (HO)
- Learn from experts outside the classroom (Ex)
- Use Technology (UT)



| <b>Accountability Pillar Overall Summary</b>   |                    | <i>Current Result 2013</i> | <i>Previous 3-yr Average</i> |
|--|--------------------|----------------------------|------------------------------|
| <b>Provincial Achievement Tests</b>  |                    |                            |                              |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*   | Wes Hosford School | <b>88.3</b>                | <b>95.0</b>                  |
|  | Province           | <b>79.0</b>                | <b>79.2</b>                  |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. | Wes Hosford School | <b>24.4</b>                | <b>29.3</b>                  |
|  | Province           | <b>18.9</b>                | <b>19.9</b>                  |

| <b>Provincial Achievement Tests Detailed Results</b> |                    | <b>Current Result 2013</b> |                  | <b>Previous 3 year Average</b> |                  |
|--|--------------------|----------------------------|------------------|--------------------------------|------------------|
|  |                    | <b>Acceptable</b>          | <b>Excellent</b> | <b>Acceptable</b>              | <b>Excellent</b> |
| <b>Elementary</b>                                    |                    |                            |                  |                                |                  |
| <b>English Language Arts 3</b>                       | Wes Hosford School | <b>88.3</b>                | <b>10.0</b>      | <b>93.0</b>                    | <b>32.2</b>      |
|  | Province           | <b>81.5</b>                | <b>17.8</b>      | <b>81.8</b>                    | <b>19.2</b>      |
| <b>Mathematics 3</b>                                 | Wes Hosford School | <b>83.1</b>                | <b>15.3</b>      | <b>89.9</b>                    | <b>36.8</b>      |
|  | Province           | <b>76.5</b>                | <b>25.5</b>      | <b>77.1</b>                    | <b>25.8</b>      |
| <b>English Language Arts 6</b>                       | Wes Hosford School | <b>91.7</b>                | <b>25.0</b>      | <b>98.8</b>                    | <b>19.8</b>      |
|  | Province           | <b>82.5</b>                | <b>16.3</b>      | <b>83.0</b>                    | <b>18.4</b>      |
| <b>Mathematics 6</b>                                 | Wes Hosford School | <b>83.3</b>                | <b>16.7</b>      | <b>90.1</b>                    | <b>27.5</b>      |
|  | Province           | <b>73.0</b>                | <b>16.4</b>      | <b>74.2</b>                    | <b>17.2</b>      |

|                  |                    |      |      |      |      |
|------------------|--------------------|------|------|------|------|
| Science 6        | Wes Hosford School | 85.0 | 38.3 | 93.1 | 35.7 |
|                  | Province           | 77.5 | 25.9 | 76.9 | 26.5 |
| Social Studies 6 | Wes Hosford School | 85.0 | 26.7 | 85.3 | 23.1 |
|                  | Province           | 72.7 | 19.0 | 71.8 | 18.1 |

*\*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

*Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.*

**School Education Results Report 2012/2013** (completed October, 2013)

### **Wes Hosford School Goal # 2**

To be responsive through engaging teaching and learning strategies to meet the individual learning needs of our students.

Based on Accountability Pillar Results, PAT Results, feedback from all stakeholders through the 2012-2013 school year WHF has achieved the following results:

- Supported Curriculum Redesign by providing staff with PD opportunities
- Continued presentations by the WHF Technology Team during staff meetings
- Provided more opportunities for students to access educational technologies
- Staff PD sessions provided by Marion Small in the area of Critical Math Thinking
- Staff models innovation and diversity in their day to day teaching practice
- IPPS are current and used as a working document
- Staff PGPs are linked to SEP
- Improved Pat results in the area of the acceptable standard
- Fountas and Pinell benchmark assessments used in developing current IPPs

## Additional Accountability Pillar Survey Results

| <b>Accountability Pillar Overall Summary</b>  |                           | <i>Current Result 2013</i> | <i>Previous 3-yr Average</i> |
|---|---------------------------|----------------------------|------------------------------|
| Survey Results  |                           |                            |                              |
| Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education. | <b>Wes Hosford School</b> | <b>88.7</b>                | <b>86.8</b>                  |
|   | <b>Province</b>           | <b>81.5</b>                | <b>80.7</b>                  |
| Overall teacher, parent and student satisfaction with the overall quality of basic education.   | <b>Wes Hosford School</b> | <b>94.5</b>                | <b>90.9</b>                  |
|   | <b>Province</b>           | <b>89.8</b>                | <b>89.3</b>                  |
| Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.  | <b>Wes Hosford School</b> | <b>86.5</b>                | <b>72.9</b>                  |
|   | <b>Province</b>           | <b>80.3</b>                | <b>79.9</b>                  |
| Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.   | <b>Wes Hosford School</b> | <b>73.7</b>                | <b>73.0</b>                  |
|   | <b>Province</b>           | <b>80.3</b>                | <b>79.8</b>                  |
| Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.                         | <b>Wes Hosford School</b> | <b>90.0</b>                | <b>77.4</b>                  |
|   | <b>Province</b>           | <b>80.6</b>                | <b>80.0</b>                  |

## School Council Involvement and Communication of Plan

The draft School Education Plan was presented at the regularly scheduled School Council Meeting , November 2013. Goals were presented and discussed. Parents were given the opportunity to provide input into the plan as well as being encouraged to visit the website to provide ongoing feedback. The final copy will be submitted to the Superintendent of Schools on December 9, 2013.

## Additional Information

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

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.