

**School Education Plan and Results Report**  
**2012-2015**  
**Year 2**



**Elk Island Public Schools**



## School Profile and Foundation Statements

**School:** Westboro Elementary School  
**Principal:** Brad Cooksley  
**Assistant Principal:** Lynette Thom

**“A Place to Grow, A Place to Learn”**

### **Our Community & Facility**

Westboro Elementary was built in 1970 and is located in an established neighbourhood in the southwest section of Sherwood Park. Westboro Elementary School is a well maintained facility with smartboard technology, FM system equipped classrooms, a portable computer lab, a fully outfitted, multi-tiered, acoustical music room, large gymnasium, and an extensive library. There are computers in the library dedicated to our Accelerated Reading (AR) Program and also used for student searches. The AR program is designed to motivate students to read quality literature and checks their comprehension through computerized quizzes. For quizzes passed, students achieve points corresponding to the difficulty of the book. The library technician time is used to enhance the overall appearance and operations of our library as well as technology needs in the classroom.

### **Enrolment**

For the 2013-2014 school year Westboro Elementary School has a student population of 370 with 39 certificated and classified staff. The Logos Christian program has helped stabilize the student population over the past number of years as approximately 50% of the student population is enrolled in the Logos program. The developing neighbourhood of Emerald Hills has been re-assigned to another EIPS school for the 2014-15 school year. Yet, Westboro continues to expand its enrolment and it is anticipated this will continue.

### **Programming**

Westboro School provides all the elements for students to have an engaging and positive educational experience. The special needs of students are met in a variety of ways: differentiation in the regular classroom, Individualized Program Plans and student support assistance. Westboro is the host school for two system programs: The PLACE classroom is designed to meet the needs of students with moderate cognitive disabilities and significant delays in all areas of development. The STEPS program is for students with severe cognitive disabilities who require supervision and assistance in personal care, motor skills, social interaction, communication, leisure, recreation, and other aspects of daily living. Westboro is also home to the LOGOS program; a non-denominational Christian alternative program with a spiritual focus to instruction. The provincial curriculum is taught by Christian teachers with prayer, devotion time and Christian teachings integrated into the curriculum.

Students in Grades 4-6 receive French instruction through the French as a Second Language (FSL) program. Social, emotional, and academic needs of students are met through the services of a part time counsellor. Westboro also works with our community to support the social,

emotional, and academic needs of our students. Family Community Services and Alberta Health are our community partners.

Character education and global citizenship are two focal points at Westboro Elementary. Our character education program at Westboro consists of student recognition, local and global outreach projects and daily choices that highlight positive and effective character traits. At Westboro, we are supporting students in the implementation of their positive character traits through action-based character education. Westboro's action-based character education will incorporate outreach projects throughout the school year. Each outreach project will identify the character traits being demonstrated by staff and students. In addition, teacher reinforcement in the classroom and daily announcements will emphasize our action-based character education programming. Students learn to become good citizens through involvement in such philanthropic endeavours as the World Wildlife Fund, World Vision, Ghana, (funds have gone towards school resources and sponsoring a Master Drummer student, a music video that promotes educating children in West Africa), Terry Fox Run, Compassion Canada, Food Bank, Christmas Bureau; LOGOS outreach projects, and UNICEF.

Technology is ever increasing throughout Westboro Elementary School. Video streaming, MonD, EIPS virtual library, DVDs, iMovie creation, iPads and online media are integrated into the classroom learning environment so students may follow the teacher's instruction and demonstrations. Student engagement through technology is a priority at Westboro. Staff growth plans have mirrored the school's decision to integrate technology within daily lesson plans. There is access to the Internet as well as many educational programs ranging from word processing to mathematics. This year, additional technology will be purchased to offset the loss of the computer lab so student can continue to meet the ICT Outcomes. Westboro staff have partnered with the staff at Strathcona Christian Elementary School to further develop technology use in the classroom.

Westboro School has a host of student enhancing extra-curricular programming. The school has a "Buddies" group (students who help with the special needs classes at recess and lunchtime), daily intramurals, a track club, and a vibrant music program. Our music program includes a school choir, Grade 5 and 6 Handbell choirs, and an Orff Ensemble. Student volunteers also contribute to the school community by volunteering as intramural referees, office helpers, and AMA safety patrollers. In addition, Westboro has an active and engaged Student Leadership group. These students are involved in a variety of school activities and provide input into decisions that matter to them – spirit days, assemblies, talent show, and what to be involved in.

### **School Council & Parents**

Westboro parents are an essential resource and an integral part of Westboro Elementary. The Westboro Parents' Group is a vital contributor to the school's success by their involvement in classrooms, on field trips, on hot lunch days, at assemblies, volunteering at the Book Fair, and participating in many other activities. The Westboro Parents' Association fundraises for such

items as smartboards, computer hardware, swimming lessons for grades 1-4, school presentations, the new Division II playground, and 'special' music equipment.

### **Closing**

A strong feeling of community is present at Westboro Elementary. The learning climate within the school is excellent and the atmosphere is exciting and lively. The administration team visits classrooms to honour student and staff achievements as well as promote citizenship. Although our primary focus remains to improve student learning, there are always special events for students to participate in at the school. The excellent results found in the recent Accountability Pillar summary (October 2013) confirm that Westboro is a vibrant and successful school.

## Over-arching Goals & Principles

### **Elk Island Goals:**

1. Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
2. Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
3. Students are global citizens who respect and value diversity.
4. 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 01/13                         | <p>1. <u>Innovative practices</u>:</p> <p>a). Sharing time of teaching practices occurring in our classrooms at Westboro. Examples may include technology in announcements, iPads, iMovie, etc.</p> <p>b). Establish a common language and consensus on “What constitutes a well critiqued article”. Creating exemplars of this type of work will be done. Develop or share or plan for 2 pieces of text that students would critique over the year. This activity will confirm that we have in fact been working on our school goal of “students will be able to critically think about what they have learned in class”.</p> <p>2. <u>Discovery Education</u> (from EIPS’ Idea Summit day) will be covered.</p> | <p>1. Goal 1: Students are engaged, confident critical thinkers.</p> <p>2. Goal 1: Students have engaging and collaborative learning experiences</p> |
| April 11/14                            | <p>1. Watch the documentary “Bully” followed by a discussion of how we as a school staff react and respond to situations at Westboro.</p> <p>2. The book “likeonomics” may be used to discuss how we positively influence behaviour &amp; inspire action at Westboro Elementary.</p>  | <p>Goal 2: Relations build trust that led to engaged &amp; excited student learners</p>  |
| May 16/14                              | <p>Cooperative activities: DPA ideas, group building activities, classroom activities, etc. to build engaging experiences for students &amp; staff.</p>   | <p>Goal 1: Students have engaging and collaborative learning experiences</p>   |

**Westboro Goal #1:** *Learning environments are engaging students to be confident critical thinkers and problem-solvers.*

*Note: Green print below represents the updated reports for 2013-2014.*

**District Alignment:** Goal 2: Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.

**Evidence:** PATs (particularly in the excellence standard), Accountability Pillar, teacher feedback, formal reading diagnostic tests, student portfolio demonstrating critically written work.

**Outcomes:** Students are able to critically review and discern all forms of text.

- Year 1 – Grades 3-6 students will be able to critically think about what they have read for at least 2 pieces of text (i.e. Internet research, print material, novels, expository print, mathematical, scientific, etc.) during the year.
  - Grades 1 & 2 students will be able to critically think about what they have learned in class, with appropriate level text/material, for 2 pieces of text during the year.

*This is becoming a more embedded practice as teachers focus more overtly on this skill.*

- Year 2 - students will be able to critically think about what they have read for at least 2 different pieces of text during the year. *Most teachers have 1 piece already underway. The second piece of literature was confirmed after the November 1<sup>st</sup> school-based PD day. Teachers collaborated with their grade group partners to see what types of literature other teachers will be considering for this work (science project, math problem solving activity, novel, social studies project, etc.). Examples are listed at the end of this goal.*
- Year 3 – students would be successful critical thinkers and problem-solvers at a minimum Level 3 literacy level as per the International Literacy Standard by the time they leave Westboro Elementary at grade 6.

**Action Plan (strategies):**

1. Determine what constitutes a critically analyzed piece of work in different subject areas. Obtain exemplars. *This question is outlined at the end of this goal. Teachers arrived at critical analyzed work during our November 1<sup>st</sup> SBPL day.*
2. Have students work on fewer pieces of work, but more thoroughly think and critically respond to that piece of text.
3. Build in problem-solving scenarios for everyday issues that arise from school life. Examples could include solving playground issues, organization of space & materials. *Ongoing at this point and will continue to be built into daily lessons in the classroom and in office discussions with children.*

4. Differentiate instruction for grade levels and individual student learning styles. This starts to tie into District Goal #4 as we met each student's learning style. *This strategy is being regularly implemented. Teachers have a variety of strategies they are using, but continue to learn new ways to reach students in their classrooms. Examples include hearing impaired children and ESL children from non-speaking English families.*

**Professional Development Required:**

1. Creating common criteria for what constitutes a well critiqued article.
2. Staff to structure the types and examples of exemplars at each grade (collaboration time).
3. Staff and students would be able to answer the question, "What does a successful problem-solver do?"

**From our November 2013 SBPL day:**

What can Critical Thinking Students Achieve and Do?

We believe that students who are capable of critically thinking can:

- \* synthesize information
- \* pay attention to details
- \* organize information
- \* analyze details for trends and patterns
- \* predict possible outcomes
- \* formulate solutions for given problems
- \* brainstorm within a group/share ideas
- \* explain their thinking process. Ex. The math curriculum centers on this concept.
- \* evaluate the validity of answers/information
- \* reflect on opinion based questions and develop personal opinions, judgments or decisions.
- \* prioritize
- \* apply facts, rules and principles to real world (previous experiences) situations
- \* identify and recall information
- \* compare and contrast concepts
- \* explain concepts to others

**Examples which demonstrate/stimulates critically thinking students:**

**Grade 1 & ECS** critical thinkers are able to respond to text by combining ideas to form a whole (synthesize) and develop opinions, judgments or decisions about the text (evaluate). In these grades, possible areas for responses would be reader's workshop, read-alouds, guided reading & show and share.

**Grade 2 & 3**

Critical thinkers at these levels will be able to read evaluate information, formulate solutions for given problems, analyze details for trends & patterns, and apply previous experiences to current situations. Examples of teaching materials will include; Read, Relate, Respond activities, detail charts, persuasive arguments, Critic's Corner, book critique, reading response journals, and book reports.

#### **Grade 4**

Throughout novel studies students are consistently asked to predict, infer and state their opinions in relation to the characters and storyline.

In the science unit "Wheels & Levers, Vehicles that Move" Students need to apply knowledge learned about simple machines to the construction of a moving vehicle. Students are given a foundation and then asked to independently explore the uses of simple machines.

Weekly Bible verses (Logos Program) are given. After discussion, students are required to write a summary of the meaning of the verse and how it can be applied to our lives.

#### **Grade 5 & 6 students critique over the year:**

- a) Gr. 6- Science- ex. Air & Aerodynamics- The students must apply their understanding of air pressure to Bernoulli's Principle. They have to synthesize their understanding of low and high pressure and how it applies to all of the experiments within this unit. The final unit experiment will have them explain principles of Air and apply them to a self-generated experiment that demonstrates their understanding of the Key Learner Outcomes. Ex. See submitted hard copy.
- b) Gr. 5- Math- Problem Solving. Apply the basic facts, concept skills to problem solving and being able to explain their thought process and which strategies they used to come up with solutions. This is a big focus of our Math Curriculum. *Example: Polk Elementary School has three classes for each grade level, kindergarten through fifth grade. If there is an average of 27 students per classroom about how many students attend Polk Elementary School?*
- c) Grade 5 - "Character Chart" Learning Activity  
In this activity, students are required to synthesize information located within a text regarding a protagonist. Through guided practice, an independent task, group discussion or as an assessment tool, students make inferences on evidence or clues- both obvious and suggested- to construct a character sketch.

Students may critically discuss and question which pieces of material they deem to be most important. This activity also has students retell main events, relate to a character's personality traits, and reflect on how situations, comments, or actions a character engages in to give us indications about their temperament, personality or nature.

**Risks that may hinder goal:**

1. *Implementation dip (moderate risk).* Trying new teaching methods could mean a lesson plan is not as successfully met as planned by the teacher. Risk-taking and preparing for "failure" of a lesson's outcomes may make some teachers apprehensive.
2. *Time.* Students will take longer to critically think about a passage as well as take longer to develop their own solutions to problems. Students may very likely demonstrate resistance to re-reading the same passage more than once.
3. *Staff change (low risk).* New staff would be made aware of the plan & outcomes during the interview process.

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**Westboro Goal #2:** *Students are excited to be at school as an engaged learner and will articulate their learning at home.*

**District Alignment:** Goal 1: Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.

**Evidence:** Accountability Pillar results, teacher anecdotal notes, parent survey on their child's engagement level and types of instruction done in the classroom, more variety of teacher created materials and student created projects.

**Outcomes:** Students are more engaged in their learning through innovative teaching practices. Students will share their experiences about school and learning with others, including their parents. Teachers will highlight with their students how they are engaged in their learning and what new strategy was taught, when appropriate.

- Year 1 – Accountability Pillar results for parent satisfaction will increase to its 3-year average of 80%. To risk teaching at least 1 innovative activity/term in the classroom. *This was achieved as demonstrated in the Acct Pillar results. Depending on which area of the Pillar one uses Westboro's results ranged from 88% (Program of Studies & School improvement) to 95.6% (Education Quality).*
- Year 2 - Accountability Pillar results for parent satisfaction will increase to 83%. A minimum of 2 innovative activities/term to be tried in the classroom. *The new target would be to maintain the 90+% and even increase by 1-2% next year.*
- Year 3 – Accountability Pillar results for parent satisfaction will increase to 85%. A minimum of 5 innovative activities to be tried in the classroom within the year. *The new*

*target would be to maintain the 90+% and even increase by 1-2% next year. Innovative classroom activities done in classrooms will be shared at set staff meeting, School Council meetings, and during SBPL days.*

**Action Plan (strategies):**

1. Implement 2-3 AISI V projects in the school as a means of increasing classroom innovation and student engagement.

*2013-2014: Despite AISI being cancelled, Westboro staff will continue to increase classroom innovation through collaborative discussions.*

2. Increase technology tools in daily instruction such as Google apps, iPads, blogs, etc. as a means to increase student engagement.
3. Explore other ways to deliver curriculum that may not include technology. Students have choice and decision-making opportunities in their own learning to create, construct knowledge, discover and take risks.
4. Share new teaching practices at staff meetings as a way to roll out innovative practices throughout the school.
5. Collaborate with other schools (Pine Street, Mills Haven, and Strathcona Christian Academy) to harness different ideas and practices.
6. Teacher representative to share innovative practices at School Council meetings.
7. Survey a select and reliable group of parents for feedback on what your child say about their schooling.
8. Principal to meet with students over monthly "Principal's Luncheon" and help students articulate what they are doing in the classroom.

*2013-2014: Principal's Luncheons have changed to incorporate the newly created Student Leadership group. As of October 2013, students have articulated the following: excited to be at school, engaged in classroom activities (French café, video announcements, working in the office, using more technology in the classroom, etc.).*

**Professional Development Required:**

1. Be able to answer the question, "What innovative practices have I introduced which have increased student engagement in my classroom?" *Part of our November 1, 2013 SBPL Day.*
2. Work with district personnel on the development of an EIPS critical thinking and problem-solving framework.
3. Staff collaboration time with other schools to create new teaching methods for specific subject areas. Design SBPL days to incorporate practices and collaboration. *Part of our November 1, 2013 SBPL Day. Will also be included in the remaining SBPL days.*

**Risks that may hinder goal:**

1. *Implementation dip (moderate risk).* Trying new teaching methods could mean a lesson plan is not as successfully met as planned by the teacher. Risk-taking and preparing for "failure" of a lesson's outcomes may make some teachers apprehensive.
  2. *Time.* Developing different ways to teach a concept is time consuming.
  3. *Staff changes (low risk).* New staff would be made aware of the plan & outcomes during the interview process.
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**Westboro Goal #3:** *Students will respect diversity of others and participate in global outreach projects with the understanding of being global citizens.*

**District Alignment:** Goal 3: Students are global citizens who respect and value diversity.

**Evidence:** Accountability Pillar results is at 90% or better by year three, number of outreach projects is achieved, students articulate how they value diversity for others (FNMI, special education students, etc.).

**Outcomes:** Students are more engaged in their environment at school and abroad. Students will share their experiences with others, including parents. Students understand that their actions and attitudes have an impact on themselves, Westboro Elementary, and their community.

- Students will participate in at least 1 outreach project per term, unless it is an ongoing project. These activities could include charity events, annual events (i.e. Terry Fox, Jump Rope for Heart, Food Bank challenge), or specific activities such as a sponsor child. *This is an area of success for Westboro students and staff. Students readily participate in these activities and are now suggesting their own activities that they would like to be involved in. Individual students are initiating small scale bake sales, bracelets to sell to raise money, and donating personal funds for overseas.*
- Accountability Pillar results for parent satisfaction will be at 80% in Year 1 and increase to 90% by Year 3 of the plan. *The new target would be to maintain the 90+% and even increase by 1-2% next year.*
- A reduction of 3% each year of the number of student discipline referrals that come to the office. *The new measure would include both the number of different children referred to the office as well as the sheer number of referrals for next year. Often the numbers of behaviour referrals is contingent on a handful of specific students. The goal is to reduce both areas.*

**Action Plan (strategies):**

1. Teachers and students will determine which project/s they will undertake for the year.
  - a. School-based: STEPS/PLACE buddies, gr. 5&6 classroom helpers, AMA safety patrollers, cross grade helpers, etc.
  - b. Locally & nationally based: Terry Fox, Jump Rope for Heart, Strathcona Food bank, Christmas Bureau, etc.
  - c. Internationally based: Sponsor child, African outreach projects, Christmas shoe boxes, Missions outreach such as collecting goods for missionaries to take overseas, etc.
2. At set points throughout the term, teachers will ask students what they are learning through the project, what is unique about what they learned, etc. This is the evaluation part of the goal.
3. Students can express their views via Google docs or other media (i.e. video, YouTube announcements). This would incorporate the teaching of digital citizenship.
4. Embed digital citizenship into daily teaching to address issues related to 21<sup>st</sup> Century technologies.

***2013-2014: SAFFRON presentation for all Div. II students on Internet safety and digital responsibility is scheduled for January 2014. This is sponsored by the School Council as they wish to have students in these grade levels be more formally aware of digital responsibility. Once again, a parents' evening is scheduled at the school by SAFFRON in April 2014. These sponsorships are examples of parental involvement in the school.***

5. Principal to meet with students over monthly "Principal's Luncheon" and help students articulate to others what they are doing in the classroom and how these activities are increasing their ability to become global, respectful citizens.

***2013-2014: Principal's Luncheon changed to include the newly created Student Leadership group. Throughout this year this group will be heavily involved in school operations and providing feedback to the administration team about the above mentioned items.***

**Professional Development Required:**

As this goal has been part of Westboro there is no formal professional development required. Staff sharing of particular projects would be encouraged. Also, staff would have time at staff meetings to share how they are integrating projects with students learning about respect and diversity.

**Risks that may hinder goal:**

No risks are foreseen with this goal.

## Alberta Education Accountability Pillar Results

| <b>Accountability Pillar Overall Summary</b><br>Survey Results   |                                   | <b>Current Result<br/>2013</b> | <b>Previous 3-yr<br/>Average</b> |
|--|-----------------------------------|--------------------------------|----------------------------------|
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.   | <b>Westboro Elementary School</b> | <b>92.7</b>                    | <b>87.1</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>Westboro Elementary School</b> | <b>97.0</b>                    | <b>92.0</b>                      |
|  | <b>Province</b>                   | <b>89.0</b>                    | <b>88.1</b>                      |
| 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>Westboro Elementary School</b> | <b>88.0</b>                    | <b>87.9</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>Westboro Elementary School</b> | <b>95.6</b>                    | <b>92.8</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>Westboro Elementary School</b> | <b>80.2</b>                    | <b>69.3</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>Westboro Elementary School</b> | <b>86.9</b>                    | <b>80.4</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>Westboro Elementary School</b> | <b>88.3</b>                    | <b>77.0</b>                      |
|  | <b>Province</b>                   | <b>80.6</b>                    | <b>80.0</b>                      |

| <b>Accountability Pillar Overall Summary</b><br><b>Provincial Achievement Tests</b>  |                                   | <b>Current<br/>Result<br/>2013</b> | <b>Previous 3-<br/>yr<br/>Average</b> |
|--|-----------------------------------|------------------------------------|---------------------------------------|
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*   | <b>Westboro Elementary School</b> | <b>89.5</b>                        | <b>82.8</b>                           |
|  | <b>Province</b>                   | <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. | <b>Westboro Elementary School</b> | <b>17.8</b>                        | <b>22.0</b>                           |
|  | <b>Province</b>                   | <b>18.9</b>                        | <b>19.9</b>                           |

| Provincial Achievement Results |                            | Current Result 2013 |           | Previous 3 year Average |           |
|--------------------------------|----------------------------|---------------------|-----------|-------------------------|-----------|
|                                |                            | Acceptable          | Excellent | Acceptable              | Excellent |
| <b>Elementary</b>              |                            |                     |           |                         |           |
| English Language Arts 3        | Westboro Elementary School | 86.4                | 11.4      | 86.5                    | 25.7      |
|                                | Province                   | 81.5                | 17.8      | 81.8                    | 19.2      |
| Mathematics 3                  | Westboro Elementary School | 77.3                | 27.3      | 83.8                    | 28.4      |
|                                | Province                   | 76.5                | 25.5      | 77.1                    | 25.8      |
| English Language Arts 6        | Westboro Elementary School | 94.4                | 20.4      | 84.1                    | 15.2      |
|                                | Province                   | 82.5                | 16.3      | 83.0                    | 18.4      |
| Mathematics 6                  | Westboro Elementary School | 72.2                | 5.6       | 73.4                    | 14.6      |
|                                | Province                   | 73.0                | 16.4      | 74.2                    | 17.2      |
| Science 6                      | Westboro Elementary School | 87.0                | 20.4      | 78.1                    | 25.6      |
|                                | Province                   | 77.5                | 25.9      | 76.9                    | 26.5      |
| Social Studies 6               | Westboro Elementary School | 83.3                | 11.1      | 73.5                    | 17.7      |
|                                | 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

The 2013 Accountability results are excellent for Westboro Elementary School. All areas, with the lone exception of the PAT excellence achievement, surpassed last year's school levels as well as the school's 3-year average. The results also showed that Westboro was significantly above the provincial levels in each category (slightly below the PAT excellence standard).

The main areas where Westboro staff concentrated on in 2012-13; showed the greatest increase.

- Safe & Caring = 97.0%. An increase of 7% from last year.
- Education quality = 95.6%. An increase of 6.1%
- Parental involvement = 86.9%. An increase of 13.9%
- School Improvement = 88.3%. An increase of 16.1%

The PAT results, while comparable to the provincial outcomes, are below our targets, especially in the excellence standard. The difficult cohort group in grade 6 presented some very unique

challenges. Additional support was put into the cohort group for 3 years (grades 4-6) and we felt that many of these students achieved their very best in June, despite struggling with the PATs. The 4 students in our special education programs also adversely affected Westboro's PAT results as they did not write the tests.

### **School Council Involvement and Communication of Plan**

School newsletters, Synervoice and emails are sent out to all Westboro families encouraging them to attend the School Council meetings each month. The Westboro Parents' Group also has its own Facebook and email distribution list to help disseminate information. At School Council meetings a significant amount of time is given to gather parental input on school operations. The SEP was discussed at the November 2013 meeting. This discussion included an overview of the school goals as agreed to by all staff at their staff meetings. Parents were given the opportunity to offer suggestions and comments in relation to the goals, strategies, and outcomes. It was discussed that a school's goals are to be related to district and provincial goals. No formal input was received from parents for this plan at the November meeting. However, the School Council *highly endorsed* the plan as one that would satisfy the needs of parents, students and staff. Parents were encouraged to further talk with the school administration at anytime and changes could be made on an ongoing basis, if need be.

The council was very supportive of the school goals. One noteworthy item from the discussions was that the parents at Council meeting were very pleased by the increased results in the areas of school improvement, parental involvement, and safe & caring as evidenced in the Accountability Pillar results from last year. The school's decision to highlight positive behaviour and reward students for good work was seen as critical to parents. Parents have also felt very welcomed and valued in the school. The final version of the SEP will be communicated to the School Council at the January School Council meeting. The SEP will be further communicated via the school's website. Hard copies are also available in the main office to take home.

Parents were told how they are partners in the school's operations and how they are actively involved in the School Education Plan throughout the year. A variety of inputs into the school's initiatives and operations are considered when setting a school education plan. School administration demonstrated an example of this by sharing how the budget, class configurations, third ECS class, and starting swimming lessons all play a part in creating the school's education plan. The School Council continually provides thoughts throughout the school year.

Other examples of parental involvement include: formal and informal discussions with school administration, and school based activities like Logos class numbers, Chapels, swim lessons started at the request of the School Council, Halloween activities, and Christmas concerts. Parents acknowledged that the education plan is a "living" document and as such, items can be brought to school administration throughout the year to assist staff in making Westboro School an active partnership.

### **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.