

**School Education Plan and Results Report  
2018-22  
Year 1**



**Our Motto:**

*Where Young Minds Shine*

**Our Mission:**

*To empower all students to succeed in a changing world*



## **SECTION ONE: School and Division Goals**

### **School Goals:**

- GOAL 1:** By the end of June 2019, the number of students achieving a minimum of one year's growth in literacy will increase. (EIPS Priority 1- Goal 2)
- GOAL 2:** An increase in student participation in leadership initiatives. (EIPS Priority 2 - Goal 1).
- GOAL 3:** By the end of June 2019, we will observe an increase in the number of students who will achieve mastery in grade appropriate basic math facts. (EIPS Priority 1- Goal 2)

### **Elk Island Public Schools Goals:**

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

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

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

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

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

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

##### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

#### **Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

##### **GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

##### **GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

##### **GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

## **SECTION TWO: School Profile and Foundation Statements**

**Principal:** Bill Schlacht

**Assistant Principals:** Kyle Samaratunga

**Counsellor: TBD**

**Quick Facts:**

- Wye School is a K – 6 School that serves 389 students.
- Wye School is a mix of rural and urban students. Our catchment area is Heritage Hills and the rural areas to the east of Highway 21.

**Programming highlights:**

- Wye School is well recognized for our academic performance and ability to meet student needs.
- Our students have the opportunity to participate in a wide variety of musical experiences as well as fine arts opportunities.
- Wye School is a *Leader in Me School* and *Covey's Seven Habits for Successful Kids* are foundational to our citizenship initiatives. We hope to become a Light House School by the end of June 2019.
- Wye School participates in the WE School initiative which encourages students to participate in local and global acts of service
- Wye School has a cross country program and a running club that is open to students from grades 3 - 6.
- Wye School staff, in conjunction with our Lead Teacher, is working collaboratively with Elder Wilson Bearhead and EIPS Consultants. We hope to enhance the learning experience of all Wye students by promotion of cultural experiences through stories and sharing.
- The total school budget: \$ 2,634,244 which includes 96% of total budget dedicated to staffing.
- In grade six we have teacher specializations in Science, Social Studies and non-core subjects.
- Wye School employs a trained Teacher Librarian.

**SECTION THREE: School Education Results Report (2017-18)**

**What were the greatest successes/challenges faced in 2017-18?**

**Successes:**

We experienced many success at Wye School during the 2017 – 18 school year. Our Provincial Achievement results continued to and go up. We experienced an increase in all of the four subject areas. In three of the four subjects we achieved 100 percent in the acceptable standard for all students. We were also able to get all our students to write all four exams. Although our achievement test results continue to increase, we are always looking to do better. For example we are continuing to review our teaching practices and maximize the use of our instructional time.

During the 2017 – 18 school year we hosted literacy and numeracy lunch box sessions each month with our consultants. We had an excellent turn out from our teaching staff and from these networking sessions a great deal of professional development was the result. For example, writer's workshop came up at one of these sessions. We looked into it, invested in professional development and this year we have implemented Writers Workshop School wide.

We also took an inventory of our literacy resources and how we use them. We made a number of new acquisitions in some areas and put new processes into place. For example we created grade

level book collections for our classrooms and set up a bookroom where teachers can take their classes to access these materials. We took inventory of all our literacy resources in our school and eliminated outdated and well-worn materials. We also purchased the new Pearson Guided Reading Program for grades one and two and spent a great deal of time organizing these materials in such a way that it was easily accessible and ready for teachers to use. Teachers did spend a great deal of extra time revamping our literacy instruction and resources.

With literacy being one of our school goals we felt that it was important to have a school literacy plan in place. With whole staff involvement we created a literacy plan that included all areas of literacy. It became evident that our library could offer much more than it currently was. It needed to be the heart of our school and of literacy learning. We felt that we could get more out of our library if we invested in a teacher librarian not only to run the library but to provide additional instruction and to oversee all of the literacy in our school.

In technology we had a goal of having a chrome book student ratio of 1:1 by the time we moved to our new building. With funds from our school budget and our Parent Fundraising Association we were able to reach that goal by the time school started this September. This will have a positive impact on student learning.

We are very excited to be getting a new school. As a staff we met once a week after school to discuss and plan the structure of the new building. We wanted to build a 21<sup>st</sup> century school that would support 21<sup>st</sup> century learning. It was wonderful that EIPS included the staff at Wye in every step of the way in the planning of our new building.

### **Challenges:**

As we are preparing for our move to the new school we are undergoing a great deal of planning and this means change. As we plan for our new building in terms of how we will set up our new instructional spaces this also means looking at instruction. The planning alone is a great deal of work and this means a lot of time that everyone will need to put in. Once our move starts there will be additional work to do. One of our challenges will be to put a plan into place that will not burn out our staff.

We spent a great deal of our time last school year focusing on literacy and we made many gains in all areas. This did take a great deal of extra time from our teaching staff. This year we would like to put more focus on numeracy without losing anything we have done to enhance our literacy program. The challenge here will be time management.

Our current building is older and reaching the end of its time. We have some basic issues with heat, power, water and space. For instance we are now at a ratio of 1:1 student vs chrome book, but with all of our new technology power is an issue in some classrooms. We will soon be moving to our new building so this is now a short term issue.

We had 59 grade four students during the 2017 – 2018 school year. After a great deal of thought and discussion it was decided to go with two larger classes. During the school year the numbers rose to 61. Although we did put supports in place for these classes it was not a positive move. One of the results was negative feedback on our results survey.

**How, and to what degree, did those successes/challenges impact planning for 2018-19?**

As literacy seemed to be our number one goal we considered it in all areas of our planning. As writer’s workshop was implemented school wide and teachers wanted to start off their day with literacy learning, we tried to time table the non-core subjects as much as possible in the afternoons or later in the morning. Particularly with our division one classes. In addition to giving teachers the adequate time for instruction, we also wanted all staff to have the resources they needed. We ordered copies of all instructional materials for all teaching staff and we also ordered as many support materials as possible. These materials included classroom collections and new books for the library. With the acquisition of a new teacher librarian in place, we also have additional instruction for students in a number of areas in which they did not have in the past. We have also created an open library concept where the library is open to all students to access books any time. We had to consider these factors as we were planning our school budget for the 2018 – 19 school year.

As we are moving to a new school and looking at setting up our classrooms in a different manor. We wanted to be careful what we were spending our school funds on this year as we don’t want to buy items we do not want at our new building. For example we did need some new tables. But any tables we purchase we want to take to the new school with us so selection must be made carefully. So as a result we have been very selective in our purchases for this year. We did some research and ordered some new tables to try that we might like for the new school. This has given us an opportunity to try some new products.

As we are continually looking to improve instruction and increase our achievement results we looked into three particular areas in our planning. We want to support our staff in the professional development they need and provided them with the adequate resources. We also wanted to set up our instructional areas in such a way as to maximize instruction and learning. We did our research on specialization of subject areas in elementary schools. This year we are specializing in Science, Social Studies and non-core subjects in grade six. After one month of school this is working very well.

This year we worked hard to keep our class sizes low and we decided to go with spilt classes rather than larger classes in Division Two. This seems to be a better decision for this community.

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

**School Goal 1:**

By the end of June 2019, the number of students achieving a minimum of one year’s growth in literacy will increase. (EIPS Priority 1- Goal 2)

**Division Outcome:**

- More students achieve a minimum of one year’s growth in literacy and numeracy.
- The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

- Continued use of tools such as STAR and Fountas and Pinnell screenings
- Continued use of levelled reading series
- Purchasing of series and various book clubs
- Participation of grade 4-6 students in the Battle of the Books
- Continued use of Levelled Literacy Intervention tools and coaching, in class and in small group settings
- Continued use of Daily 5 and Literacy Café strategies
- In-servicing and introduction to the *Readers Workshop* initiative for all staff
- Implementation of the *Writers Workshop* initiative for all staff
- Enhanced Kindergarten opportunities to work on enrichment literacy activities
- Use of *Words Their Way*
- Continue participation in *Speaking in Class and* school division initiatives. School Debate Club and district Speech Competitions.
- Continued use of RAZ kids
- Utilize division literacy consultants
- Principal and Assistant Principal modelling literacy by reading to a class daily
- .5 Teacher Librarian
- Revisit Instructional Practice at Monthly Lunch and Learn Opportunities for all Staff

**Performance Measures:**

- A 3% increase in grade six students achieving the Standard of Excellence on Provincial Achievement Testing
- Maintain the goal of 100% of students achieving the Acceptable Standard on Provincial Achievement Testing
- All students will continue to use the STAR Reading test at least three times a year and their progress will be monitored to increase individual reading levels and to measure student growth in reading comprehension
- Students who will receive literacy coaching through LLI will increase in overall literacy skills and this progress will be confirmed using the Fountas and Pinnell benchmarks and guided reading levels.
- 5% of students, in grades 4-6, will actively participate in the *Battle of the Books Club*
- Principal and Assistant Principal will read a minimum of 150 times each to classes
- Revisit Instructional Practice at monthly Lunch and Learns
- Additional Learning Commons Interactions
  - Author Visits
  - Skype with Authors
  - Increase Circulation
  - Increase Instructional Periods in Library

**School Goal 2:**

An increase in student participation in leadership initiatives. (EIPS Priority 2 - Goal 1).

**Division Outcome:**

- Our learning and working environments are welcoming, caring, respectful and safe.

- The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

- Continue and expand student leadership opportunities such as: WE ACT, Greeters, Announcers, Office Helpers, Recycling, Tech Team, lunch supervisors, Ukuleles Student Leads and Running Club Student Leads
- Work towards our Lighthouse School status and changing the format to include students in our monthly meetings and initiatives
- Tracking school leadership and citizenship goals more effectively and transparently
- Creating more visible evidence of our journey with the 7 Habits (goal charts in central locations)
- Continue and expand on a wide variety of community, provincial, national and international student leadership opportunities to spark interest and awareness of global issues
- Keep parents informed and involved through school communication channels

**Performance Measures:**

- An increase in the number of students who apply and interview for leadership opportunities
- Student leaders become the trainers for annual initiatives
- Continue to increase student and parent perception that our students model active citizenship
- Our school achieves its goal of becoming a Lighthouse School
- At least 75% of all students at each grade have the opportunity or are encouraged to take an active role in leadership

**School Goal 3:**

By the end of June 2019, we will observe an increase in the number of students who will achieve mastery in grade appropriate basic math facts. (EIPS Priority 1- Goal 2)

**Division Outcome:**

- More students achieve a minimum of one year's growth in literacy and numeracy.
- The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

- Host Math and Engineering nights at the school
- Implement MIPI minimum two times during the school year
- Continued use of math games, websites, apps (math facts master app), and common grade approaches to increase student mastery of basic math facts and to develop a strong sense of number and patterns
- Purchase additional math games, manipulatives, and resources for classroom use to increase subitizing capabilities
- Students continue to record their progress in data notebooks and to set personal goals with basic math facts
- Identify additional resources and professional learning opportunities, with the support of the EIPS Mathematics consultant, to assist teachers with developing student problem solving skills and elementary benchmarking kits

- Use of structured Number Talks to facilitate student success with problem solving in mathematics and increase understanding of number and place value
- Use the Math Benchmarking tool kit
- Revisit Instructional Practice at Monthly Lunch and Learn Opportunities for all Staff
- Continue to reflect and research on instructional practices

**Performance Measures:**

- 2% improvement on grade 6 Math Part A PAT Exam
- Use ongoing MIPI data to measure student growth and progress
- Maintain the goal of 100% of students achieving the Acceptable Standard on Provincial Achievement Testing
- Changes in instructional practices
- Successful Parent Math Evening
- Successful Science Evening for Students and Parents
- Attendance at monthly Lunch and Learns

**SECTION FIVE: Summary of Performance Measures**

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WYE	96.5	45.6	95.0	26.7	92.7	34.1	100.0	32.8	100	36.0	100	39.0
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	WYE	94.7	49.1	91.7	16.7	89.0	29.3	91.0	20.9	96.0	32.0	100	34.0
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1	87	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0		
Science 6	WYE	96.5	63.2	93.3	46.7	92.7	56.1	97.0	70.1	100	70.7	100	72.0
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5		
Social Studies 6	WYE	93.0	50.9	88.3	31.7	89.0	43.9	97.0	47.8	100	52.0	100	54
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2		

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.															
	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.2	93.3	89.2	94.8	88.1	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89
Teacher	97.8	93.3	97.5	98.4	98.2	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95
Parent	89.4	98.8	82.2	95.8	85.3	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	86.5	87.8	88.0	90.1	80.7	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.7	84.7	86.5	87.6	84.8	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83



Teacher	93.3	91.1	96.7	98.4	97.3	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	84.8	85.9	80.0	78.1	76	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	78.9	77.0	82.8	86.2	81.3	70.0	68.8	70.3	70.6	72	74.5	74.2	74.5	74.4	73.9

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.

	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.9	77.8	72.8	69.0	70.5	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	83.3	88.9	95.7	88.0	90.9	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	68.4	66.7	50.0	50.0	50	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

## Overall School Culture Performance Measures

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

	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.1	93.9	91.5	96.3	86.2	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90
Teacher	96.3	93.5	99.3	99.3	100	95.5	96.3	95.9	96.4	90.2	95.5	95.9	96.0	95.9	95.8
Parent	85.7	91.5	78.4	91.0	68.6	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86
Student	97.2	96.7	96.8	98.5	89.9	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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.

	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.4	87.7	79.1	77.8	81	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	83.2	88.1	89.9	86.9	92.2	90.5	91.2	91.0	90.4	90	87.5	87.2	88.1	88.0	88.4
Parent	79.5	87.2	68.3	68.7	69.7	79.9	79.8	81.0	80.0	79	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	na	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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.

	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.9	93.9	87.9	93.7	67.5	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	82.4	94.4	87.5	92.0	90.9	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	75.0	93.8	80.0	93.3	33.3	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	94.3	93.4	96.1	95.7	78.3	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

## 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.

	WYE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.6	82.4	81.8	86.4	70.7	76.9	77.1	78.1	78.1	78.8	80.6	80.7	80.9	81.2	81.2
Teacher	93.3	97.8	97.4	90.4	96.3	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	69.9	67.1	66.2	82.4	45.1	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

### Communication of Plan:

Wye School has a strong, supportive School Council and Fundraising Society who meet regularly. The School Education Plan was discussed with School Council at a meeting in the spring and in September. Each month we highlight a particular item from our SEP to continue to educate staff and parents and to remind them that this is a working document. Parents will have the opportunity to preview the plan, to provide feedback, and to better understand the direction that the school team is moving toward. The

plan will be published on the school website and will also be linked in the Wye School newsletter. This plan is also shared on our Wye School Parents Facebook account. Parents are an important and valued partner in the success of all of our students at Wye School.

Our School Education Plan is a working document and we are always looking at making adjustments as the school year moves forward.