

**School Education Plan and Results Report
2018-22
Year 2**



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 2020, 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 2020, 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 Principal: Kyle Samaratunga

Counsellor: Tanya Krekoski

Quick Facts:

- Wye School is a K – 6 School that serves 353 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 participates in a variety of citizenship and leadership initiatives. Two programs we focus on are:
 - *WE School* initiative, which encourages students to participate in local and global acts of service.
 - *Leader in Me School* with Covey's *Seven Habits for Successful Kids*. We hope to achieve Light House status by the end of June 2020.
- Wye School has a cross country running program and a running club that is open to students from grades 3 - 6.
- Wye school has Volleyball and Basketball teams for grades 5 and 6 students.
- 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 promoting experiences through stories and sharing.
- The total school budget: \$ 2,634,244 which includes 95% of the total budget dedicated to staffing.

- In grade six our teacher's specialize in Science, Social Studies and non-core subjects.
- Wye School employs a trained Teacher Librarian, a Literacy Supports Specialist and a counsellor.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes:

- 100% acceptable standard achieved in ELA PAT (Part A and Part B)
- In all four core subjects, average PAT scores were above 80%
- Our grade 6 students participated in a CBC nationwide Canadian Music Class Challenge contest and placed in the top ten.
- Two students in Division Two placed in the top four for their grade in the EIPS Speech Competition. Grade four- third place. Grade five- fourth place.
- 10 students attended the Young Authors Conference.
- One of our artistically gifted grade 5 students placed second in an environmental poster contest sponsored by Strathcona County.

We experienced many successes at Wye School during the 2018 - 2019 school year. Our Provincial Achievement results continued to improve. We experienced an increase in three of the four subject areas. In all four core subjects we achieved 100 percent in the acceptable standard for all students in both A and B parts and achieved averages above 80 percent in all subjects. We were also able to get 100 percent our students to write all four PAT Exams. We did drop by eight percent in Science but still achieved a standard of excellence of 61.8 percent. Although our achievement test results continue to increase, we are always looking for ways to improve. For example, we are continuing to review our teaching practices and maximize the use of our instructional time. We are a Readers and Writers Workshop School and all students from K - 6 receive this instruction.

During the 2018 - 2019 school year, we hosted literacy and numeracy lunch and learn sessions each month, with our consultants. We had an excellent turn out of teaching staff and from these networking sessions, we made a great strides om professional development. For example, as a school, we had consistent learning opportunities each month for Readers and Writers Workshops. We had twelve teachers attend the Lucey Calkins Conference this past August. As a result, we have been able to develop and implement a school wide baseline for instruction in these areas.

We also continued to create an inventory of our literacy resources. Consistency on how they are utilized, organized and tracked. We made many new acquisitions to support instruction and continued to put new processes into place. We created grade level book collections for our classrooms and set up a bookroom where teachers can take their students and access these materials. We took inventory of all our literacy resources 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. This year we also purchased the new Pearson Phonics Program for K – 3 students. Teachers have spent 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 an updated school [Literacy Plan](#) in place. With whole staff involvement, we continued to refine and update our literacy plan that includes all areas of literacy. Our library has now become the learning brain of our school. The acquisition and role of our Teacher Librarian has made a significant increase to the learning opportunities for all our students.

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 have surpassed that goal. This will have a positive impact on student learning and help us as our population increases at Heritage Hills Elementary.

We are very excited to be building 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 21st century school that would support 21st 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. This year we continue to meet to discuss new furniture and equipment purchases and plan for our move to the new school.

Challenges:

As we prepare for our move to the new school, we are undergoing a great deal of planning which involves undergoing change. As we plan for our new building, we will set up our new instructional spaces. This also means looking at instruction. Planning alone is a great deal of work which requires extra time and effort from all staff. Once our move begins there will be additional work to do. One of our challenges will be to implement a plan that will not overload our staff.

We spent a great deal of our time, last school year, focusing on literacy. We made many gains in all areas. This did take a great deal of extra time from our teaching staff. Finding a balance of time, to teach, prepare materials, and collaborate for Readers and Writers Workshop is a challenge as everyone in the school is a part of this instruction. This year we would like to continue to put more focus on numeracy without losing anything we have done to enhance our literacy program. The challenge here will once again 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 to Chromebook, but with all 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. This year there will be a great deal of additional work for staff to clean and organize.

Due changes in budget allocations (no CIF Funding) some class sizes have increased to larger levels than normal for this school.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

Literacy is our main goal and we consider it in all areas of our planning. As Writer's Workshop was implemented school wide and teachers preferred to start off their day with literacy learning, we tried to timetable the non-core subjects, as much as possible, in the afternoons or later in the morning. Particularly with our division one classes. This year all teachers are implementing both Readers and Writers Workshops. In addition to giving teachers adequate time for instruction, we also wanted all staff to have the required resources. We ordered both fiction and non-fiction 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. This practice will continue this school year with the acquisition of a new teacher librarian in place. This has allowed us to have additional instruction for students in areas in which they were not provided in the past. We have also created an open library concept where students have access to books at any time. We had to consider these factors as we were planning our school budget for the 2019-20 school year.

As we are moving to a new school and looking at setting up our classrooms in a different manor in just a few months, we wanted to be careful what we were spending our school funds on this year. We don't want to buy items we do not want at our new building. For example, we continued to buy new tables. But any tables we purchase we want to take to the new school with us so selection must be made carefully. As a result, we have been very selective in our purchases for this year. We did research and ordered new styles of tables to try out. This has given us an opportunity to try new products and make educated decisions moving forward to the new school.

As we are continually looking to improve instruction and increase our achievement results, we focused on three areas in our planning. We want to support our staff in the professional development they need and provide them with adequate resources. We also wanted to set up our instructional areas in such a way as to maximize instructional practices and student learning. We did our research on specialization of subject areas in elementary schools. This year we only have two grade six classes but continue to specialize in Science, Social Studies and some non-core subjects. After two months of school this is once again working very well and we have received positive feedback from parents and students.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

By the end of June 2020, 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
 - Administrators will be in classrooms teaching mini lessons (Readers and Writers Workshop) and working/learning with students and staff before the end of October.

Results from 2018-2019:

- Language Arts PAT result for standard of excellence went from 36% to 42.6%
- 100% of students achieved acceptable standard on Language Arts PAT
- STAR reading assessment school average Grade Equivalent went from 3.9 to 4.9 demonstrating one year's growth
- Literacy Consultant confirms students receiving Literacy supports are experiencing growth and success
- School wide implementation of Readers and Writers Workshop as well as Phonics K-2
- Principal and Assistant Principal read well over 300 times to classes
- Monthly Lunch and Learn with Heather Balog well attended (nearly 100%) by staff
- Principal and Assistant Principal have taught a Readers Workshop lessons and Guiding Reading
- Learning Commons - Approximately 10, 000 books
- Book Room - Approximately 11, 000 – 15 000 books in the collection (not bar coded)
- New Guided Reading Books – 2 304 Books
- Levelled Literacy Books – 2 450 Books
- Additional Learning Commons Interactions Achieved:
 - ✓ Author Visits
 - ✓ Skype with Authors
 - ✓ Increase Circulation
 - ✓ Increase Instructional Periods in Library
 - ✓ Administrators will be in classrooms teaching mini lessons (Readers and Writers Workshop) and working/learning with students and staff before the end of October.
 - ✓ Book tastings

School Goal 2:

An increase in student participation in citizenship / 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, Assembly leaders, Ukulele Student Leads, Running Club Student Leads, Basketball, and Volleyball Teams
- 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.
- Participate in the Crayola “ColourCycle” Program.
- Keep parents informed and involved through school communication channels (Weekly News, Website, Twitter, School Messenger).
- Communicate leadership / citizenship opportunities to students via announcements and to parents via weekly news emails.

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.
- All students, at each grade level have the opportunity and are encouraged to take an active role in leadership.

Results from 2018-2019:

- 278 out of 389 students participated in one or multiple citizenship opportunities
- Grade 5 and 6 students direct several initiatives (WE Act, Lunch Supervision, Assemblies)
- Wye Weekly News updates parents on citizenship and student engagement
- Working toward Lighthouse status (currently at 79%)
- Leadership opportunities available to all grades

School Goal 3:

By the end of June 2020, 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:

- Inventory and organize all school math materials. Encourage teachers to use these resources.
- Host Math (Box Cars and One-Eyed Jacks) and STEM (APEGGA) nights at the school.
- Continue to utilize EIPS Math consultants.
- Use MIPI to guide instruction.
- 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.
- Use of math journals in the classroom.
- 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.
- Math help at lunch.

Performance Measures:

- Increase on standard of excellence level on grade 6 Math Part A PAT Exam.
- Maintain the goal of 100% of students achieving the Acceptable Standard on Provincial Achievement Testing.
- Successful math and science evenings for Students and Parents.
- Weekly Math help for students at lunch.
- Attendance at monthly Lunch and Learns.

Results from 2018-2019:

- PAT standard of excellence increased from 32% to 42.6%
- 100% acceptable standard on PAT
- Math and Science night occurred
- Weekly Math help on Tuesdays
- Monthly Math Lunch and Learns with Alexandra Candler were well attended

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)											
		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	42.6
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4	94.2	24.7
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
Mathematics 6	WYE	94.7	49.1	91.7	16.7	89.0	29.3	91.0	20.9	96.0	32.0	100	42.6
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1	87	20.9	86.5	22.8
	Province	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0	72.5	15.0
Science 6	WYE	96.5	63.2	93.3	46.7	92.7	56.1	97.0	70.1	100	70.7	100	61.8
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45	88.3	44.4
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5	76.2	28.6
Social Studies 6	WYE	93.0	50.9	88.3	31.7	89.0	43.9	97.0	47.8	100	52.0	100	63.2
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3	87.4	35.1
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2	76.2	24.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.3	89.2	94.8	88.1	90.5	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89	89.0
Teacher	93.3	97.5	98.4	98.2	100	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95	95.1
Parent	98.8	82.2	95.8	85.3	95.2	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	87.8	88.0	90.1	80.7	80.7	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WYE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.7	86.5	87.6	84.8	84.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83	82.9
Teacher	91.1	96.7	98.4	97.3	98.2	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	85.9	80.0	78.1	76	89.4	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	77.0	82.8	86.2	81.3	64.3	68.8	70.3	70.6	72	71.7	74.2	74.5	74.4	73.9	73.5

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.															
	WYE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.8	72.8	69.0	70.5	90.1	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	88.9	95.7	88.0	90.9	87.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	66.7	50.0	50.0	50	93.3	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WYE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.9	91.5	96.3	86.2	92.6	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90	90.2
Teacher	93.5	99.3	99.3	100	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	91.5	78.4	91.0	68.6	82.4	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4

Student	96.7	96.8	98.5	89.9	95.6	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1
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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.7	79.1	77.8	81	86.8	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	88.1	89.9	86.9	92.2	94.0	91.2	91.0	90.4	90	90.7	87.2	88.1	88.0	88.4	89.1
Parent	87.2	68.3	68.7	69.7	79.9	79.8	81.0	80.0	79	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.9	87.9	93.7	67.5	76.9	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	94.4	87.5	92.0	90.9	78.3	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	93.8	80.0	93.3	33.3	64.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	93.4	96.1	95.7	78.3	87.7	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2014	2015	2016	2017	2019
Overall	82.4	81.8	86.4	70.7	81.2	77.1	78.1	78.1	78.8	77.7	80.6	80.7	80.9	81.2	81.3
Teacher	97.8	97.4	90.4	96.3	93.0	88.0	88.2	89.2	89.7	88.7	88.0	88.1	88.4	88.5	89.0
Parent	67.1	66.2	82.4	45.1	69.4	66.2	67.9	67.0	67.2	66.7	73.1	73.4	73.5	73.9	73.6

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 again in September and October. Each month we highlight one 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 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.