

School Education Plan and Results Report
2015-2018
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

Set three SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals for the 2015-2016 school year (reference the Division's priority number and outcome that the goal supports).

School Goals:

- GOAL 1:** By the end of June 2016 more students will achieve a minimum of one year's growth in literacy. (EIPS priority 1 - goal 2)
- GOAL 2:** More students will be active citizens and leaders. (EIPS priority 2- goal 1)
- GOAL 3:** Student learning will be further supported and enhanced through an increase in parent engagement. (EIPS priority 3- goal 1)

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.

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: Carol Brown

Assistant Principals: William Korec

Counsellors: Stephanie MacNutt

Wye School Quick Facts:

- Wye School is a K-6 School that serves 455 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 our 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.
- Wye School has a strong cross country program and has a strong running club that is open to students from grades 3-6.

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2014-2015?

Technology continues to be a struggle at Wye School. Our WIFI access can range from seamless to very problematic, depending on which area of the school you are in. There are many problems with students not being able to log on to their devices in a consistent manner. This impacts the learning that can occur when problems arise. We continue to try and ensure our devices are up to date and in good working order. We currently have an IPAD cart that is out of date and will need to be up dated. This continues to be a major budget imitative.

We are working diligently to increase staff and students familiarity of Google Classroom, Google tools and the learning benefits this platform brings. A new product always brings with it growing pains.

The second challenge that we faced was how to ensure that the *Leader in Me* becomes embedded in the school culture and that it is foundational to how we act as a community. What rate to we add things and how do we continue to grow this culture? What makes sense for Wye School is another question we continue to grapple with. Ensuring that we have adequate supplementary resources and the ability to make environmental changes to further support our rebranding and culture takes resources. We need to ensure that adequate money and teacher time is dedicated to this initiative to ensure that it will take hold.

The third challenge that we faced at Wye is to ensure that we continue to be able to meet the needs of all of our students. Student's needs are becoming more diverse and complex every year. We struggle at times to continue to provide the services and supports to ensure that all of the diverse learners needs are met.

How, and to what degree, did those challenges impact planning for 2015-2018?

These challenges impacted our planning in a number of ways. When making decision regarding where to allocate budget dollars, money was spent to help support some of these initiatives. Ensuring that money was allocated to continue to grow in the area of technology, allocation of sub time to ensure that collaborative time for staff was a possibility and increasing our EA support in certain grades to allow us to better serve the needs of our students were all decisions that were impacted by our initiatives..

In the area of our *Leader in Me*, how do we continue to grow and develop our culture in year 2 by continuing to build on what was accomplished in year 1? We examine ways to collect data to analyze what we are doing well and in which areas we need to continue to grow. We also have new staff that have joined our team and we need to support them with ongoing PD to ensure they have the tools to successful implement this initiative.

When we look at literacy and numeracy how do we continue to meet the needs of our ever increasing diverse learners? How do we continue to have students meeting or exceeding their academic goals How do we gather data to help us in evaluating what we are doing well and where we can grow? What are the best tools to use to dig deeper to get a better understanding of where are students are performing.

In this section, list your goals. Your school goals must be linked to ONE of EIPS Outcome statements. Detail no more than 3 strategies per goal. Focus on the efficacy of the strategies. List the performance measures that you will use evidence of progress. All data tables will remain in Section Five.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

By the end of June 2016 more students will achieve a minimum of one year’s growth in literacy. (EIPS priority 1 - goal 2)

Division Outcome:

More students achieve a minimum of one year’s growth in literacy and numeracy.

Strategies:

- Continued use of leveled reading series.
- Continued use of instructional strategies such as Literacy Café, daily five, 6 + 1 Writing traits, Writers Workshop, Reading A to Z, Razz kids to further develop students literacy skills
- Incorporate balanced and comprehensive literary strategies and critical thinking strategies to ensure that literacy skills grow and develop.

Performance Measures:

- 3% increase in grade 6 PAT scores in Language Arts.
- Measure students reading levels through a combination of Fountas and Pinnell benchmarks and guided reading levels.

School Goal 2:

More students will be active citizens and leaders.

Division Outcome:

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

Strategies:

- Continue to further develop *Leader in Me* roles within the building.
- Expand environmental factors that indicate Wye is a *Leader in Me* school. Ex. newsletter information, signage and displays within the school.
- Develop and maintain student leadership opportunities to display leadership skills

Performance Measures

- Increase in the number of students applying and participating for leadership roles.
- Increase in the Accountability Pillar results that that speak to active citizenship and learning skills and attitudes that will make them successful when they finish school.

School Goal 3:

Student learning will be further supported and enhanced through an increase in parent engagement.

Division Outcome:

Student learning is supported and enhanced through parent engagement.

Strategies:

- Improve school websites, teacher e-pages, newsletters, information at parent council to inform and engage parents about the learning that is occurring at Wye School.
- Gather specific data from parents on where we can further engage them in the learning of their child.

Performance Measures :

- 5% increase in Accountability Pillar in parental decisions about their child's education.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Wye	98.2	28.6	95.7	33.3	90.4	21.2	96.5	45.6	94.9	27.1	97	31
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	Wye	92.9	32.1	97.1	44.9	84.6	26.9	94.7	49.1	93.2	16.9	95	30
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Wye	96.4	48.2	95.7	73.9	88.5	59.6	96.5	63.2	93.2	47.5	96	50
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Wye	89.3	23.2	95.7	37.7	86.5	32.7	93.0	50.9	89.8	32.2	93	35
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	95.6	91.8	94.3	91.2	93.3	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	97.1	96.8	98.9	97.8	93.3	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	94.3	90.0	97.3	89.4	98.8	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	95.3	88.7	86.7	86.5	87.8	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	Wye					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.2	91.8	89.9	85.7	84.7	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	93.3	95.7	97.8	93.3	91.1	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	87.1	94.3	88.0	84.8	85.9	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	87.2	85.5	83.9	78.9	77.0	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	72.6	78.1	79.4	75.9	77.8	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	95.2	89.5	94.4	83.3	88.9	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	50.0	66.7	64.3	68.4	66.7	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	Wye					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	94.0	94.6	97.6	93.1	93.9	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	98.4	100.0	97.2	96.3	93.5	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	85.7	89.3	95.6	85.7	91.5	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	97.9	94.5	100.0	97.2	96.7	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.4	86.2	87.2	81.4	87.7	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	90.4	89.3	86.8	83.2	88.1	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	78.4	83.0	87.5	79.5	87.2	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.1	81.0	87.2	83.9	93.9	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	90.5	84.2	83.3	82.4	94.4	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	85.7	64.3	80.0	75.0	93.8	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	100.0	94.5	98.4	94.3	93.4	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.7	81.2	86.6	81.6	82.4	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	94.2	95.7	95.5	93.3	97.8	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	65.2	66.7	77.8	69.9	67.1	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

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