

# School Education Plan and Results Report

## 2018-22

### Year 1



#### **Our Vision:**

Win Ferguson School will be a respectful, inclusive community of learners who always strive to do their best.

#### **Our Mission:**

**At Win Ferguson, We LEAD!**



#### **Our Motto:**

"The School that SHINES"

#### **Our Character Education Slogans:**

"Do the right thing, even when no one is watching!"

"STAR Behaviour – Stop, Think, Act Right"

#### **Our Beliefs:**

- We believe every child can achieve.
- We believe children need to be actively involved to nurture a sense of pride and accomplishment.
- We believe in the importance of teaching life skills such as goal setting, problem solving, decision making and independence.
- We believe in developing a culture of respect and responsibility.
- We believe in embracing diversity and promoting the acceptance of self and others.
- We believe that every child and staff member can contribute towards a positive and energetic school climate.
- We believe our school is a safe place to grow, learn and play.



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

### **School Goals:**

**GOAL 1:** We LEAD, by ensuring more students demonstrate increased achievement in literacy. (EIPS Priority 1, Goal 2)

**GOAL 2:** We LEAD, by ensuring more students demonstrate increased achievement in numeracy. (EIPS Priority 1, Goal 2)

**GOAL 3:** We will LEAD, by providing opportunities for students to further develop their leadership skills within the school and community. Opportunities and support will be provided for staff to further develop their professional and leadership capacities. (EIPS Priority 2, Goal 3)

### **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, Métis, 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:** Lana Lastiwka

**Assistant Principal:** Justin Mazur

**Counsellor:** Karin Brassard

### **Quick Facts:**

- Win Ferguson (WFG) has a student population of 436 and remains the largest EIPS elementary school in Fort Saskatchewan.
- WFG students are served by 38 staff members; 22 Certificated Staff and 16 Support Staff.
- For 2018-19, we have two kindergarten classes, 3 Grade 1 classes, 2 Grade 2 classes, 1 2/3 split class, 2 Grade 3 classes, 2 Grade 4 classes, 1 Grade 4/5 split class, 2 Grade 5 classes, and 2 Grade 6 classes.
- WFG is supported by an outstanding group of parents, who enhance our daily programming through work accomplished in the School Council, Parent-Teacher Association and as volunteers.
- WFG opened in 1977 and has had multiple modular classrooms added to the original structure in 1978, 1979, 2013, 2015 and 2016.
- Many volunteers contribute greatly to the success of Win Ferguson Elementary. We have an active group of volunteers who read with students individually or in small groups and perform numerous other important tasks. Other parents participate as executive members and committee members on School Council and in the Parent Teacher Association (PTA).

### **Programming Highlights:**

- A sensory room has been established to support any students needing a unique environment outside of the regular classroom for self-regulation.
- Students with literacy and language difficulties, are supported through Levelled Literacy Intervention (LLI). We have two teachers assigned a nearly combined 0.50 full time equivalent (FTE) towards delivering LLI.
- Two literacy lead teachers have dedicated time and are coaching and mentoring all staff around Reader's Workshop.
- Students with numeracy difficulties are supported by 0.3 FTE of a teacher in a Math Intervention Program. This program was a pilot in 2016-17, and developed with the assistance of the EIPS Numeracy Consultant. We will continue to deliver this intervention strategy in 2018-19.
- Students and families are served by intervention supports from our School Counsellor/Special Education Coordinator, Support for Students Consultant, Speech-Language Consultants, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.
- First Nation, Métis and Inuit programming includes activities related to cultural connectedness, historical learning opportunities, fine arts opportunities through dance and song, art projects, curriculum connections, field trips, smudge demonstrations, National Indigenous Peoples Day, time with an elder, historical understandings and truths, Indigenous novel studies, Blanket Exercises for students, staff, and parents, and Residential School stories. 0.1 FTE of our counsellors' time is dedicated to leading our continued work in this area, in conjunction with our lead First Nations, Métis and Inuit teacher and staff.
- We are a "Leader in Me" school, at the School that SHINES. Everyone has the potential and opportunity to be a leader. Students have the capacity to lead their own lives and affect those around them by making positive choices.
- WFG has 1 to 1 technology for grades 2-6. Kindergarten and Grade 1 can use Chrome books and iPads as needed.

- Many volunteers contribute greatly to the success of Win Ferguson Elementary. We have an active group of volunteers who read with students individually or in small groups and perform numerous other important tasks. Other parents participate as executive members and committee members on School Council and in the Parent Teacher Association (PTA).

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

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

Successes:

- STAR reading assessments showed growth school wide.
- Common planning and assessments were implemented.
- The goals in our School Education Plan (SEP) were embraced by staff and our collective work was committed to achieving these goals.
- Beginning the journey of implementing Reader’s workshop school wide.
- STAR and MIPI Assessments went well and provided teachers with common baseline data for identifying students at-risk. STAR reading assessment and Math Intervention Programming Instrument (MIPI) student at-risk conversations have occurred and are ongoing with all teachers, and focused on targeted support for students requiring individualized programming.
- Fundraising efforts and construction completed for two new playgrounds at WFG.
- High student involvement in school Leadership initiatives.
- Literacy and Numeracy lead-teachers supporting work of all staff.

Challenges:

- More accurate baseline assessments used to measure student growth needed.
- Narrower focus in teaching initiatives and programs implemented.
- More Professional Development time given for collaboration and implementation of programs, such as Reader’s Workshop.
- The number of students with complex needs is increasing. Staff feel less prepared to deal with the diverse range of needs students have. Support funding is extremely less than adequate to meet the needs of students.
- Challenges are evident in teaching and learning conditions. Class sizes grew significantly and continue to grow.
- Extra supports required in kindergarten earlier in the school year.
- More training for teachers on how to meaningfully incorporate First Nations, Métis and Inuit curriculum.

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

- School wide Reader’s Workshop implementation.
- Classroom Improvement Fund (CIF) money dedicated to supporting staff in the implementation of Reader’s Workshop.
- Collaborative staff planning time provided.
- Flexibility and creativity in reallocating educational assistant (EA) time to meet needs in more classes.
- Split classes created.

- Hiring an additional noon supervisor for the addition of full day kindergarten.
- Half-day professional development (PD) planned with Cheryl Devin to educate staff around how to weave First Nation, Metis and Inuit teachings into the culture of our school.

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

**School Goal 1:** We LEAD, by ensuring more students demonstrate increased achievement in Literacy. (EIPS Priority 1, Goal 2)

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

**Strategies:**

- Implementation of Levelled Literacy Intervention, Reader's Workshop and mild-moderate classroom supports.
- Lead Literacy teachers will provide support and coaching for all staff around Reader's Workshop.
- Common use of language in teaching to create consistency for students.
- Dedicated time for support in literacy built into all teacher's timetables.
- Use of STAR as a common benchmark across all grade levels.
- Grade level and cross grade collaboration.
- Common grade level assessments.

**Performance Measures:**

- Increase in the number of students who are meeting literacy goals, as measured by benchmarks.
- All staff have fully implemented and have increased confidence in their teaching of Reader's Workshop.
- Increase in English Language Arts Provincial Achievement Tests (PAT) scores to equal, or better, previous 3 year average.
- Accountability Pillar Survey shows we will maintain or increase parent satisfaction with the quality of education their child is receiving at school.

**School Goal 2:** We LEAD, by ensuring more students demonstrate increased achievement in Numeracy. (EIPS Priority 1, Goal 2)

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

**Strategies:**

- Consistent use of numeracy strategies, resources, and language across grade levels.
- Math Intervention program used to target at risk students from grades 2 to 6.
- Use of MIPI as a common benchmark across all grade levels.
- Collaboration with district consultants to continue to build the Math Intervention program.
- Common grade level assessments.

**Performance Measures:**

- Increase in the number of students who are meeting numeracy goals, as measured by benchmarks.

- Increase in Mathematics PAT scores to equal, or better, previous 3 year average.
- Staff feedback and satisfaction is positive around the effectiveness of the Math Intervention program.
- Accountability Pillar Survey shows we will maintain or increase parent satisfaction with the quality of education their child is receiving at school.

**School Goal 3:** We will LEAD, by providing opportunities for students to further develop their leadership skills within the school and community. Opportunities and support will be provided for staff to further develop their professional and leadership capacities. (EIPS Priority 2, Goal 3)

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

**Strategies:**

- Empower and build capacity within staff, by providing opportunities for training, collaboration and leadership.
- Creation of a Design Team with staff representatives to create leadership opportunities.
- Lead Literacy teachers providing support and coaching for all staff around Reader’s Workshop.
- Grade representatives attending PD and bringing back knowledge to build capacity in grade teams.
- CIF dollars dedicated to building capacity in all staff around literacy by implementing a mentoring and coaching model within the school.
- Targeted PD for support staff around Reader’s Workshop.
- Dedicated time built in to timetables for mentoring and coaching.
- Continued implementation of Leader in Me and the 7 Habits of Highly Effective People throughout the school, use of common language and practice in all grades.
- Students will continue to choose leadership opportunities within the school that are driven by themselves as well as staff.
- Students will begin to choose leadership opportunities within the community that are driven by themselves as well as staff.

**Performance Measures:**

- The percentage of parents and students who are satisfied that students model the characteristics of active citizenship, will be maintained or increase, as measured by the Accountability Pillar Survey.
- All staff have fully implemented and have increased confidence in their teaching of Reader’s Workshop program.
- An increase in the number of students who are involved in leadership activities.

## 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	WFG	89.1	21.8	75.4	22.8	86.8	15.1	81.6	16.3	87.0	11.1	87.0	16.0
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	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	WFG	78.2	25.5	66.7	10.5	75.5	13.2	65.3	4.1	81.5	18.5	80.0	15.0
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	-	-
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	-	-
Science 6	WFG	89.1	52.7	80.7	31.6	88.7	39.6	75.5	32.7	88.9	40.7	87.0	40.0
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	-	-
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	-	-
Social Studies 6	WFG	81.8	32.7	68.4	24.6	83.0	22.6	75.5	20.4	92.6	24.1	86.0	25.0
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	-	-
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.2	91.8	95.0	94.9	94.8	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	96.2	98.3	96.9	95.8	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	93.2	87.5	94.5	97.8	98.2	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	95.3	91.7	92.3	89.9	90.5	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.1	85.5	95.4	94.3	95.6	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	97.5	98.1	100.0	100.0	99.2	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	83.3	72.5	90.9	91.1	94.5	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	98.5	85.9	95.2	91.9	93.2	70.0	68.8	70.3	70.6	72.0	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.3	60.1	90.9	88.7	95.6	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	95.2	100.0	96.2	95.8	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	66.7	25.0	81.8	81.3	95.5	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	95.4	95.0	95.6	98.1	97.2	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
<b>Teacher</b>	98.6	97.6	98.6	98.1	100.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
<b>Parent</b>	87.5	89.6	90.9	99.1	96.2	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
<b>Student</b>	100.0	97.8	97.4	97.2	95.5	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	87.2	87.1	84.5	88.2	90.1	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
<b>Teacher</b>	88.0	89.9	86.4	90.2	90.0	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
<b>Parent</b>	86.5	84.4	82.6	86.1	90.1	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	96.2	87.0	91.4	92.9	92.1	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
<b>Teacher</b>	90.5	80.0	91.3	88.5	100.0	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
<b>Parent</b>	100.0	87.5	90.0	100.0	90.9	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
<b>Student</b>	98.0	93.5	93.0	90.1	85.5	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.															
	WFG					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	85.4	84.8	82.8	78.3	91.6	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
<b>Teacher</b>	97.5	97.1	92.1	94.4	94.1	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
<b>Parent</b>	73.3	72.5	73.6	62.2	89.1	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

#### Communication of Plan:

The School Education Plan (SEP) is discussed, each year, at School Council meetings. In September, parents were given the opportunity to review the priorities and goals of EIPS, and to offer their suggestions and comments on new goals for WFG. Working in small groups, parents identified goals and school initiatives they felt important and related them to EIPS priorities. These goals were then brought back to the staff for inclusion in our final document.

Parents appreciated the opportunity to be involved in the development of the SEP and understand that it is a living document. They appreciate that we want, and need, their input on the process.

The SEP will be communicated via our website and copies can be e-mailed or sent to parents at their request.



Our parents are always encouraged to make suggestions about school policies and directions both at the formal School Council meetings, and through formal/informal meetings with staff.

The Win Ferguson School Council has been most supportive of the school's programs and initiatives over the past many years and for this, staff is most grateful.