



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Win Ferguson Elementary **PRINCIPAL:** Lana Lastiwka

ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS’ PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	18.28	Salaries	\$2 782 956
Classified	9.94	SES	\$136 536
		Total	\$2 919 492
		Surplus (2019/20)	\$ 29 528

SCHOOL PROFILE AND CONTEXT

- Win Ferguson (WFG) has a student population of 427 and remains the largest EIPS elementary school in Fort Saskatchewan.
- WFG students are served by 35 staff members; 20 Certificated Staff and 15 Support Staff in an inclusive setting.
- For 2020 - 21, we have three kindergarten classes, 2 Grade 1 classes, 2 Grade 2 classes, 2 Grade 3 classes, 2 Grade 4 classes, 2 Grade 5 classes, 1 Grade 5/6 combined class 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. They are engaged and committed to supporting our school goals.
- WFG opened in 1977 and has had multiple modular classrooms added to the original structure in 1978, 1979, 2013, 2015 and 2016.

Programming Highlights:

- A sensory room supports students needing a unique environment outside of the regular classroom for self-regulation.
- Students and families are served by intervention supports from our School Counsellor/Special Education Coordinator, Support for Students Consultant, Speech-Language Consultant, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.
- 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.
- First Nations, Métis, and Inuit education at Win Ferguson School focuses on direct services to families and students, Truth and Reconciliation initiatives, and supporting staff in meeting the Teacher Quality Standards for First Nations, Métis, and Inuit education. Direct services to families and students includes: personal, academic, and attendance support by the Administration and School Counsellor, as needed; building positive relationships with parents of our self-identified students, creating a welcoming environment for families in our school, and hosting a Family Night; and tracking student achievement and success over the year, working with staff to provide intervention support where necessary, and providing Elder support, as necessary.

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- Truth & Reconciliation initiatives at Win Ferguson include: Orange Shirt Day, Project of Heart, grade 6 blanket exercise, development of a WFG Land and Acknowledgement, the development of an Indigenous outdoor learning space, and recognition and celebration of National Indigenous People Day.
 - Supporting the development of TQS & LQS competencies includes: building staff foundational knowledge through monthly staff meeting professional learning activities, Professional Development focus on Learning from the Land, supporting teachers with the development of lesson plans and accessing resources. In turn, teachers work to infuse Indigenous ways of knowing and being into the classroom, lessons, and projects. They teach Canada's historical truth and create opportunities for students to engage in Reconciliation. Student learning is enriched through Elder visits, visits from other knowledge holders, and guest presenters.
 - At Win Ferguson School, 0.2 FTE time is given to the Counsellor/Lead teacher to support and facilitate learning for both staff and students.
- WFG has 1 to 1 technology for grades 2-6. Kindergarten and grade 1 have access to chrome books and iPads as needed.
 - Students in grades 4-6 have the opportunity to choose four power option courses a year, to explore their interests, passions and skills while making personal connections to career possibilities. – currently on hold due to COVID protocols
 - Makerspace classes were implemented in 2019 - 20, and will continue for students in grades 1-6. Students are provided the opportunity to innovate, and they are exposed to new opportunities by creating real-world applications for concepts learned in class. – currently on hold due to COVID protocols
 - We are continuing to work toward becoming a ME to WE school by engaging in projects to give back to our local and global communities.
 - Number Talks, a high impact numeracy strategy was implemented in 2019 – 20 and will continue for all students.
 - A lead numeracy and literacy teacher are supporting students, targeting learning gaps.
 - 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).

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

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

Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

SCHOOL GOAL: GOAL 1: We LEAD, by ensuring more students demonstrate increased achievement in literacy.

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STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Lead Literacy teacher will provide 0.25 FTE support and coaching for staff, and interventions focusing on learning gaps for students.
- Continued school wide implementation of Readers Workshop, and implementation of Writers Workshop. Currently, 13/16 teachers are implementing Writers Workshop in their classes. Two more teachers will be starting the program this year.
- Common use of language in teaching to create consistency for students.
- Use of STAR as a common benchmark across all grade levels.
- Use of Fountas and Pinnell as a common benchmark across all grade levels.
- Grade level and cross grade collaboration.
- Common grade level assessments.
- Common literacy visuals and displays in classrooms and throughout the school.
- Daily use of effective instructional strategies that encompass essential components of language arts instruction.
- Consistent use of literacy strategies, resources, and language in and across grade levels.
- Foster a culture of literacy throughout the school – Read-In Week activities, bulletin boards, Wee Read Program, Buddy Reading, staff sharing of best practices in literacy instruction, celebrating student growth in reading and writing.
- Utilize regular small group literacy support within daily language arts instruction.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

Performance Measures:

- Increase in the number of students who are meeting literacy goals, as measured by benchmarks.
- Results will be tracked and determined through the STAR reading assessment, Fountas and Pinnell testing, Provincial Achievement Test, and teacher reading levels and marks
- All staff have have increased confidence in their teaching of Readers Workshop.
- Increase in English Language Arts Provincial Achievement Tests (PAT) scores to equal, or better, previous 3 year average.
- Accountability Pillar survey and EIPS Parent survey shows we will maintain or increase parent satisfaction with the quality of education their child is receiving at school.



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EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

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Outcome: Self-Identified First Nations Métis, Inuit students and English Second Language students are demonstrating growth in achievement.

SCHOOL GOAL: We LEAD, by ensuring more students demonstrate increased achievement in numeracy.

STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Lead numeracy teacher will provide 0.25 FTE support and coaching for staff, and interventions focusing on learning gaps for students.
- Consistent use of numeracy strategies, resources, and language across grade levels.
- Use of MIPI as a common benchmark across all grade levels.
- Common grade level assessments.
- School wide approach to numeracy, with a focus on making numeracy visible throughout the school.
- Math manipulatives available for all students.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

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.
- Accountability Pillar survey and EIPS Parent survey shows we will maintain or increase parent satisfaction with the quality of education their child is receiving at school

EIPS PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 2: Success for Every Student

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

Outcome: More students are supported and prepared for life beyond high school.



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EIPS PRIORITY 2: ENHANCE HIGH-QUALITY LEARNING AND WORKING ENVIRONMENTS

GOAL 1: Positive Learning and Working Environments

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

SCHOOL GOAL: 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

STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Empower and build capacity within staff, by providing opportunities for training, collaboration and leadership.
- Continuation of the Design Team with a focus on developing leadership capacity, and creating leadership opportunities for teachers.
- Lead Literacy teachers providing support and coaching for all staff around Readers and Writers Workshop.
- Grade representatives attending professional development and bringing back knowledge to build capacity in grade teams and/or all staff.
- Targeted professional development for educational assistants around Readers and Writers Workshop.
- 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.
- We will continue working toward becoming a ME to WE school by engaging in projects to give back to our local and global communities.
- 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.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

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 Readers Workshop program.
- An increase in the number of students who are involved in leadership activities.
- Staff have begun implementing and will build their confidence in their teaching of Writers Workshop program.



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Communication of Plan:

The School Education Plan (SEP) is discussed, each year, at School Council meetings. In September, parents will be given the opportunity to review the priorities and goals of EIPS, and to offer their suggestions and comments on new goals for WFG. Parents were provided an opportunity to provide feedback in a prent survey regarding our goals. They were also given the opportunity to collaborate on possible school initiatives they feel are important and related to EIPS priorities. Parents 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.