



SCHOOL EDUCATION PLAN

SCHOOL: Win Ferguson **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 18.163	Salaries	\$2 735 253
	SES	\$97 851
Classified 9.609	Total	\$2 833 104

SCHOOL PROFILE AND CONTEXT

- Win Ferguson (WFG) has a student population of 421 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 2021 - 22, we have planned for three kindergarten classes, three Grade 1 classes, two Grade 2 classes, two Grade 3 classes, two Grade 4 classes, two Grade 5 classes and two 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.
- 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.



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- 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 include 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.
- 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.
- 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.
- 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 the School Council and in the Parent Teacher Association (PTA).



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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 and achievement.

SCHOOL GOAL 1: By building capacity in all staff to implement the Workshop model daily in their Language Arts classes, all students will demonstrate increased achievement in reading.

STRATEGIES:

- Lead Literacy teacher will provide 0.38 FTE support and coaching for staff, and interventions focusing on learning needs for all students.
- School wide implementation of Readers Workshop.
- Use of STAR as a common benchmark across all grade levels, in September, November, March, and June.
- Use of Teacher's College running records as a common benchmark across all grade levels.
- Grade level and cross grade collaboration.
- Foster a culture of literacy throughout the school – Read-In Week activities, Wee Read Program, Buddy Reading, staff sharing of best practices.
- “Spotlight on a resource” on weekly staff communication.
- Literacy Corner with tips for parents on the monthly Newsletter.
- Training of certificated staff to align practice for assessing student reading, using running records.
- Professional learning with division consultants, to build staff capacity.

MEASURES:

- Increase in the number of students who are meeting literacy goals, and/or showing growth as measured by benchmarks.
- Results will be tracked and determined through the STAR reading assessment, Teacher's College running records.
- Increase in the reading comprehension score in the English Language Arts Provincial Achievement Tests (PAT) scores to equal, or better, previous 3-year average.
- Assurance 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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RESULTS: (To be added for Results Review)

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 and achievement.

SCHOOL GOAL 2: To build capacity in all staff, to implement instructional strategies to support student growth in number sense.

STRATEGIES:

- Lead numeracy teacher will provide 0.37 FTE support and coaching for staff, and interventions focusing on learning needs for students.
- Daily implementation of number talks in all classrooms to provide opportunities for students to justify their mathematical reasoning and thinking.
- Use of MIPI as a common benchmark across all grade levels, administered in September and June for all students.
- Use of MIPI as a common benchmark for students scoring below 60%, administered in September, November, March, and June.
- School wide approach to numeracy, with a focus on making numeracy visible throughout the school.
- Math manipulatives available for all students.
- Training of certificated staff to align practice for assessing student number sense, using performance tasks.
- Professional learning with division consultants, to build staff capacity.
- Numeracy Corner on monthly Newsletter.
- "Spotlight on a resource" in weekly staff communication.



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MEASURES:

- Increase in the number of students who are meeting numeracy goals, and/or showing growth as measured by school developed performance tasks.
- Use of MIPI as a common benchmark across all grade levels, administered in September and June for all students.
- Increase in Mathematics PAT scores to equal, or better, previous 3-year average.
- Assurance Survey and EIPS Parent survey shows we will maintain or increase parent satisfaction with the quality of education their child is receiving at school.

RESULTS: (To be added for Results Review)



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EIPS PRIORITY 2: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

GOAL 3 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning, and leading.

SCHOOL GOAL: To build capacity in all staff to implement reliable and valid assessments and reporting practices, to accurately measure and communicate student learning.

STRATEGIES:

- Engage in collaborative practices with staff to develop performance assessments, rubrics, checklists, and co-constructed criteria.
- Collect samples of student work that demonstrate a range of quality, relative to assessment criteria.
- Use exemplars gathered to guide collaborative marking on an ongoing basis.
- Participate in collaborative learning opportunities, such as collaborative marking and professional conversations to increase consistency among and between grades.
- Teachers will utilize Teacher's College reading and writing progressions
- Teachers will gather a variety of assessment data, through triangulation (conversations, observations, and products) on an ongoing basis.
- Creation of universal rubrics for school developed numeracy tasks.
- Teachers will provide timely and specific feedback to students.
- Teachers will involve students in individualized goal setting on an ongoing basis.

MEASURES:

- Collaborative marking and use of exemplars for student performance tasks taking place throughout the year. Consistency of results will increase based on staff collaborative marking and accompanying conversations.
- Use of consistent reporting strategies for students on Individual Support Plans, November, March, and June.
- Use of consistent reporting strategies for students in November, March, and June.
- Teachers will gather a variety of assessment data, through triangulation (conversations, observations, and products) on an ongoing basis, to be reviewed at reporting periods.

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g., Lead teacher; Instructional coaching, literacy/numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <p>Literacy</p> <p>The literacy intervention that will be provided at Win Ferguson in 2021-2022 will be implemented to close learning gaps, support learning needs, and provide enrichment opportunities for students from K-6.</p> <p>Intervention of this nature will be a combination of 1:1, small group, and whole class support. The literacy lead will support teachers with resources and build their capacity to improve instructional practice, but most of the focus of the literacy lead's approximate 0.38 FTE will be working with students.</p> <p>The work that will be completed will be a combination of reading, writing, and phonics/word work. Depending on the COVID situation in the fall, this support will largely be provided through library times for each class, with the literacy lead teacher working with children in the room adjacent to the library. In addition, there will be other dedicated literacy blocks that the lead teacher will be able to use to provide more targeted instruction and support, as needed.</p>	<p>\$ 13 428</p>



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<p>Numeracy</p> <p>At Win Ferguson, through our Numeracy Intervention Program (NIP), we will provide mathematics education that engages and empowers students through collaboration, communication, critical thinking, and problem solving. All students will have opportunities to learn significant mathematics with depth and understanding.</p> <p>NIP strives to support each student's learning needs and promote a positive attitude towards mathematics. Our numeracy intervention program also aims to build knowledge, skills, and dispositions to build teacher capacity within our school and thereby improve numeracy outcomes for all students. There is approximately 0.37 FTE numeracy specialist time dedicated to providing a level of support that is independent of what each student, teacher, and class needs.</p> <p>Depending on COVID restrictions NIP could be implemented using a push in model or pull-out model. Which means that this specialist can be used as an extra set of hands in the classroom, or out of the classroom with small groups. We are very excited to be able to provide this intentional and targeted numeracy focus at Win Ferguson School.</p>	<p>Total Allocated</p> <p>\$ 13 428, as well as funds allocated from our school budget to account for the difference.</p>
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SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <p>These funds will be part of our counsellor’s time at Win Ferguson. Our plan for supporting the social and emotional support of our students is as follows:</p> <ul style="list-style-type: none"> • Staff meeting presentations on Health & Wellness (August 2021 Re-entry; Staff Wellness; Student Wellness). • Working on Community Matters modules with 2 certificated staff. • Connecting with students whose teachers refer them for mental health check-in/concerns. • Connecting with parents/responding to parent inquiries around mental health concerns/self-regulation & their children. • Make referrals into the community for further mental health support. • Weekly connection with Youth Outreach Worker regarding WFG students on her caseload & how we can work together to support them. • Supporting students who self-identify as Indigenous, building relationship to support. • Connecting & building relationship with parents of students who self-identify as Indigenous. • Connecting parents to community support outside of mental health (i.e., Families First, Steadfast Coordinator, Food bank, Fort Saskatchewan Emergency Fund, Strengthening Homefires). • Supporting teachers with implementing health & wellness content in their classroom & lessons (i.e., Superflex, MindUP, Teachings of the Medicine Wheel, 7 Sacred Teachings). 	\$ 11 751



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	<ul style="list-style-type: none">• Share information with our parent community in our newsletter & on our website around mental health resources in Fort Saskatchewan (i.e., Presentations from AHS & Saffron).• Responding to student issues related to grief & loss, sexuality, self-harm/suicide ideation, depression/anxiety, conflict with others.• Supporting students who identify as LGBTQ2S+.	
		Total Allocated \$ 11 751

