



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Win Ferguson **PRINCIPAL:** Lana Lastiwka (Bill Korec)

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered education.

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

SCHOOL PROFILE AND CONTEXT

- Win Ferguson (WFG) has a student population of 415 students.
- WFG students are served by 33 staff members: 20 Certificated Staff and 13 Support Staff in an inclusive setting.
- For 2022 - 23, we have planned for two kindergarten classes, three Grade 1 classes, three 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.
- 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.



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- 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.
- 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).

EIPS PRIORITY 1: Promote Growth and Success for all Students

GOAL 2: Success for Every Student

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

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 literacy.

STRATEGIES:

- Lead Literacy teacher will provide support and coaching for staff.
- School wide implementation of Readers and Writers Workshop using strategies such as:
 - small group conferencing
 - mini lessons
 - book clubs targeted to student levels and interests
 - one to one work with students
 - goal setting
- Implementation of Words their Way, phonics and vocabulary instruction in all classes.
- Use of STAR as a common benchmark across all grade levels, in September, February and June.
- Grade level and cross grade collaboration.
- Foster a culture of literacy throughout the school – Read-In Week activities, buddy reading, and staff sharing of best practices.
- “Spotlight on a resource” on weekly staff communication as needed.
- Literacy Corner with tips for parents on the monthly newsletter.



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- A variety of formative and summative assessment strategies will be used such as:
 - observations, conversations, and products
 - exit slips
 - non-permanent vertical surfaces
 - rubrics
 - co-creating criteria
 - tests and quizzes
 - STAR

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.
- Increase in the reading comprehension score in the English Language Arts Provincial Achievement Tests (PAT) scores to equal, or better, than the previous 3-year average.
- The percentage of families who agree the literacy skills their child is learning at school are useful will maintain or increase. (Alberta Education Assurance Survey)
- The percentage of families who agree their child's demonstrating growth in literacy will maintain or increase. (EIPS Parent Survey)

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS PRIORITY 1: Promote Growth and Success for all Students

GOAL 2: Success for Every Student

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

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 support and coaching for staff.
- Daily implementation of number talks in all classrooms to provide opportunities for students to justify their mathematical reasoning and thinking.
- Use of STAR as a common benchmark across all grade levels, in September, February and June.
- School wide approach to numeracy, with a focus on making numeracy visible throughout the school.
- Math manipulatives available for all students.



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- Introduce “Building Fact Fluency” resource: explore the pedagogy.
- Professional learning with division consultants as needed, to build staff capacity.
- “Spotlight on a resource” in weekly staff communication.
- A variety of formative and summative assessment strategies will be used such as:
 - observations, conversations, and products
 - exit slips
 - non-permanent vertical surfaces
 - rubrics
 - co-creating criteria
 - tests and quizzes
 - STAR Math

MEASURES:

- Results will be tracked and determined through the STAR Math assessment.
- Increase in Mathematics PAT scores to equal, or better, previous 3-year average.
- The percentage of families who agree the numeracy skills their child is learning at school are useful will maintain or increase. (Alberta Education Assurance Survey)
- The percentage of families who agree their child’s demonstrating growth in numeracy will maintain or increase. (EIPS Parent Survey)

RESULTS: (This section completed in November 2023 for Assurance Review)

EIPS PRIORITY: Enhance high-quality learning and working environments

GOAL 1: Positive Learning and Working Environments

Outcome: The Division's learning and working environments are welcoming, caring, respectful, and safe.



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SCHOOL GOAL 3: By building capacity in all staff to implement mindfulness and conflict resolution techniques daily, all students will demonstrate an increased ability to regulate, and problem solve in positive ways. All students will begin to recognize cause and effect, that there can be both positive and negative consequences to actions.

STRATEGIES:

- Include a “Mental Health Minute” on staff weekly communication as needed for both students and staff.
- Teach and provide a variety of self-regulation techniques such as breathing, yoga, being present, using 5 senses among others.
- Morning meetings to check in with students and staff.
- Use the 7 Sacred Teachings to assist students and staff with conflict resolution.
- Co-create and use criteria in class and the school in response to “What counts, what matters, what is important in my daily interactions?”

MEASURES:

- Track and measure an increase in positive referrals to the office.
- Track and measure a decrease in negative referrals to the office.
- Observation of students using regulation or mindfulness strategies and language.
- The percentage of families who agree school staff care about their child will maintain or increase (EIPS Parent Survey).
- The percentage of families who agree their child’s school expects students to behave responsibly and are dealt with fairly if not will maintain or increase. (EIPS Parent Survey).

RESULTS: (This section completed in November 2023 for Assurance Review)

