

School Education Plan and Results Report

2015-2018

Year 3



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"

"We all WIN when we STOP bullying"

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 will LEAD, by ensuring more students achieve academic success in literacy and numeracy. (EIPS Priority 1, Goal 2)

GOAL 2:

We will LEAD, by being collectively accountable for the success of every student. (EIPS Priority 2, Goal 4)

GOAL 3:

We will LEAD, by ensuring students engage in leadership, demonstrate responsibility and strive for academic achievement. (EIPS Priority 2, Goal 1; and Priority 1, 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 Nation, Metis 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: Ralph Sorochan

Assistant Principal: Jeff Hollinshead

Special Education Facilitator/Counsellor: Karin Brassard

Win Ferguson Quick Facts:

- WFG has a student population of 437 and remains the largest EIPS elementary school in Fort Saskatchewan.
- Despite a boundary review, WFG remains over its 2016 Optimal Enrolment Limit (OEL) of 433 students.
- WFG students are served by 55 staff members, including an FTE of 22.746 teachers and 29 support staff.
- For 2017-18, average class sizes are: 21.6 for K-3 and 24.2 for Gr. 4-6. Class configurations include: 3 ECS centers, 15 straight grade classes, and one 4/5 split class.
- 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.
- The WFG 2017-18 school budget is \$3,352,857, of which 96% is dedicated to staffing.

Programming Highlights:

- WFG continues to have a strong reputation for supporting students with diverse needs. In addition to regular classroom integration, WFG has one class of the EIPS special education program called LINKS.
- A LINKS (Learning – Individual Needs, Knowledge and Skills) program operates within our school for students with severe cognitive disabilities, severe behavior and/or severe physical/medical disabilities. This special education classroom has 7 students. Educational Assistants help the classroom teacher in delivering programming to students. A regulation room has been established next to this classroom to support these students. The room consists of items that help regulate students such as: an auditory sound machine, tactile balls and textures, fiber optic colored lights, dark tent, and vestibular scooters.
- Students with literacy and language difficulties, are supported through Levelled Literacy Intervention (LLI). A teacher FTE of 0.64 has been allocated to plan and deliver this small group programming. Levels 1-4 kits were purchased in 2016 to support this programming, and duplicate kits were purchased in 2017 to accommodate the number of students requiring this support. 3 teachers have been trained in LLI and are delivering the program to students. Students supported with LLI in 2016-17 showed enormous gains in fluency and comprehension.
- 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 2017-18.

- Students and families are served by intervention supports from our School Counsellor/Special Education Coordinator, Support for Students Consultant, Speech-Language Consultants and their assistant, Occupational Therapy Consultant, Hearing Consultant, and the Assistive Technology team.
- Students are supported emotionally and socially through groups such as: Girl's Group; Boy's Group; Fun Friends Social Skills Group; Rainbows/Horizons Group, Zones of Regulation Group, Roots of Empathy, and through presentations at our weekly assemblies by various community partners. This year, all staff will be trained in the Go-to-Educator Program that is meant to facilitate mental wellness of students.
- First Nation, Metis and Inuit programming includes activities related to cultural connectedness, historical learning opportunities, fine art opportunities through dance and song, art projects, curriculum connections, field trips, smudge demonstrations, Aboriginal Day celebrations, time with an elder, self-esteem enrichment, historical understandings and truths, Aboriginal author visits, Indigenous novel studies, Blanket Exercises for students, staff, and parents, and Residential School stories. In 2017-18, 0.1 FTE of a teacher has been hired to lead our continued work in this area, and achieve the goals and objectives of our FNMI Project Proposal. This teacher has Metis heritage.
- 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. Leader in Me provides students with activities that help them learn practical character and life skills that lead to positive choices. Leader in Me activities are an opportunity to engage students with realistic situations and hands-on activities that provide opportunities to explore the use of the 7 habits of effectiveness. Last year, 98% of our students had leadership roles within our school. They exemplified our mission: At Win Ferguson, we LEAD!
- WFG has 1 to 1 technology at our school. Students in Grades 2-6 have a cart of Chrome books in their classroom, available for students to use throughout the day. Kindergarten and Grade 1 have classroom iPads and can sign out the following roaming technology carts as needed: 3 iPad carts and 2 Chrome book carts.
- Our staff is actively involved in presenting an enrichment program that runs throughout the year. Students have the opportunity to play and learn with the staff in a wide variety of disciplines such as fine arts (assembly presentations, choral, recorder, hand bells), sports (soccer, flag football, volleyball, basketball, badminton) and special clubs (rocket building, cross country, chess, Cookie Leaders, Environmental Protection Agency, and track). These programs go a long way to enhance the relationships among students and staff and boost school spirit and climate.
- 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 (2016-2017)

What were the greatest successes/challenges in 2016-2017?

Successes:

- The goals in our SEP were embraced by staff and our collective work was committed to achieving these goals.
- Accountability Pillar short term goals have been met. WFG measures are superior to both EIPS and the Province in all 6 Accountability Pillar measures found in this report. They include: safe and caring school; active citizenship; work prep; quality of education; broad program of studies; school improvement.
- STAR and MIPI Assessments went well and provided teachers with common baseline data for identifying students at-risk. STAR and MIPI student at-risk meetings were completed with all teachers, and focused on targeted support for students requiring individualized programming and additional supports.
- The 2016-17 budget allowed for additional student supports to be hired, whether that be additional EA support in ECS, a teacher to provide Enhanced Kindergarten programming, or severe and mild-moderate instructional supports for classrooms.
- Common planning and assessments were mandated. Assessment work was supplemented by Sandra Herbst PD workshops that were attended by a representative from every grade.
- Home reading programs, a rejuvenated Learning Commons, SELIK, cooperative learning with buddy classes, Words their Way, and goal setting, helped students develop a deeper love for literacy.
- Our “Leader in Me Parent Night” was well attended. Students had the opportunity to share their leadership skills with our community and parents. Incidences of bullying has steadily declined over the last 5 years, based on our annual student bullying survey.
- EIPS Parent Survey results were very positive.
- Two new playgrounds are currently being fundraised for. We are within \$15,000 of achieving that monumental milestone, within the span of 2 years. Our Playground Committee, PTA, School Council and community deserve enormous kudos on a job well done! Installation is tentatively scheduled for July 2018.
- WFG School Council and PTA continued to see strong participation at meetings and planned events.

Challenges:

- Boundary changes in Fort Saskatchewan were very stressful for students, parents and staff. 2017-18 will see over 150 new students at WFG.
- Challenges in 2016-17 were evident in teaching and learning conditions. Class sizes continued to be large and school population was 510 students.
- Space constraints, especially the lack of ancillary rooms and break-out spaces for students with unique needs, created challenges for all student learning.
- The number of students requiring interventions and with complex needs increased. Staff felt less prepared to deal with the diverse range of needs students have. Support funding does not address the needs of all students.
- The many initiatives within EIPS created anxiety, stress, and exhaustion for staff.
- 2016-17 PAT cohort results were not at the level we want them to be. Although students writing results demonstrates a more accurate picture of our results, our Mathematics results were not satisfactory. Results do not take into account that 7 students were exempted or absent, and received a zero score. Scores for students who “wrote the exam”, indicate a truer picture of Win Ferguson results, as schools are currently penalized in their cohort results.
- Growth in literacy, as identified by pre and post STAR results, did not show a full year’s

growth for all students.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

- The Fort Saskatchewan Literacy Project will see feeder schools working collaboratively for longitudinal student success.
- Student at-risk data sheets have been tweaked to provide ongoing, at-a-glance data for all students.
- A review was done on using Enhanced Learning Assistance (ELA) or Levelled Literacy Intervention (LLI) as a literacy intervention. We were seeing stronger results using Levelled Literacy Intervention. As a result, teacher intervention time has increased to 0.64 FTE in LLI and ELA has been dropped.
- 2 additional LLI kits were purchased to support the numbers of students at similar reading levels.
- A Math Intervention program continues to allocate 0.30 FTE of teacher time for one-on-one and small group numeracy interventions.
- Common long range, unit planning and summative assessments are mandated.
- Teachers, from every grade, will attend Sandra Herbst's workshops on assessment. This will be a different group than those attending last year. Information will continue to be shared in grade/division level meetings.
- Intervention and "at-risk" student meetings will continue during work-embedded time. The MIPI and STAR assessments contribute valuable data to enhance these discussions.
- A First Nation, Metis and Inuit funding proposal was submitted and approved to support FNMI students and enhance cultural awareness. A 0.1 FTE teacher is in place to coordinate and ensure goals are met.
- Key individuals were trained in levels 1 and 2 of VTRA, in order to implement the protocol, as necessary.
- All teachers will be trained in the Go-to-Educator program to address the ever increasing mental wellness challenges schools face in delivering programming to students.
- Enhanced Kindergarten will continue in some format, depending on available funding, as our school budget will not be able to provide staffing funds for its delivery.
- We are piloting a gamification mode of curriculum delivery in Grade 6. Research indicates that gamification can be successful in schools dependent on the context in which it is delivered and the users. In the past, we have had strong results in our science PAT results. In order to increase Gr. 6 student motivation in all subject areas, the pilot Grade 6 program is based around a space theme. In the early stages of the pilot, students are more engaged in their learning, parents are excited that their kids are excited about their studies, and we are seeing behaviours like students wanting to stay in to do extra math or writing, so that they can earn additional game points or level-up.
- Additional mild-moderate supports have decreased, this year, because of a smaller budget. As a result, we have had to get very creative in timetabling available support to work in other areas, as much as we possibly can.
- Transition meetings will continue as a necessary part of student and staff success.
- Work-embedded collaborative time for staff, continues to be scheduled, along with professional development opportunities.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

We will LEAD, by ensuring more students achieve academic success in literacy and numeracy.

Division Outcome:

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

Strategies:

- Provide training for, and utilize, consistent benchmarks, in and across all grade levels.(STAR, MIPI, Fountas and Pinnell)
- Review benchmark indicator results and develop intervention plans for students at risk.
- Define, implement and mandate common long range and unit planning, as well as assessment practices for measuring growth in literacy and numeracy, in and across grade levels.
- Consistent use of literacy and numeracy strategies, resources, and language, in and across grade levels.
- 6 Week literacy and numeracy cycles.
- Implement Fort Saskatchewan Literacy Pilot Project.

Performance Measures:

- Increase in the number of students who are meeting literacy and numeracy goals, as measured by benchmarks.
- Increase in English Language Arts and Mathematics PAT scores to equal, or better, previous 3 year average.
- Increased parent satisfaction with the quality of education their child is receiving at school, as measured by Accountability Pillar Survey.

School Goal 2:

We will LEAD, by being collectively accountable for the success of every student.

Division Outcome:

The division uses evidence-based practices to improve student engagement and achievement.

Strategies:

- Empower and build capacity within staff, by providing opportunities for training and collaboration for meeting the needs of students with complex needs.
- Mandated, data driven tracking of student progress that is consistent in and across all grade levels, throughout the year.
- Implementation of Levelled Literacy Intervention, Math Intervention and mild-moderate classroom supports.
- Implement a 0.1 FTE FNMI lead teacher to support our 38 Indigenous students.

Performance Measures :

- Increased number of staff who are feeling comfortable meeting the needs of all students, as measured by staff survey.
- Data tracking indicates student growth, not decline.
- ISPs are effectively meeting the needs of students, as measured by student growth and achievement.
- Levelled Literacy Intervention, Math Intervention, and mild-moderate classroom supports are demonstrating student improvement and growth.

School Goal 3:

We will LEAD, by ensuring students engage in leadership, demonstrate responsibility and strive for academic achievement.

Division Outcomes:

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

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies:

- Implementation of Leader in Me and the 7 Habits of Highly Effective People throughout the school.
- Staff will coach students to track academic achievement in data notebooks.
- Staff will coach students to set and achieve personal and academic goals, each grading period.
- Students will choose leadership opportunities within the school that are driven by themselves as well as staff.

Performance Measures:

- Evidence Binder is complete and submitted to Franklin-Covey.
- The percentage of parents and students who are satisfied that students model the characteristics of active citizenship, will increase by at least 5% (over 3 years), as measured by the Accountability Pillar Survey.
- 50% increase (over the 3 years) in the percentage of parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school, as measured by the Accountability Pillar Survey.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WFG	90.0	27.5	88.0	20.0	75.4	22.8	86.8	15.1	81.6	16.3	88.0	23.0
	EIPS	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1	92.2	24.1	-	-
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	-	-
Mathematics 6	WFG	85.0	40.0	78.0	26.0	66.7	10.5	75.5	13.2	65.3	4.1	80.0	30.0
	EIPS	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9	80.7	17.8	-	-
	Province	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0	69.4	12.6	-	-
Science 6	WFG	90.0	57.5	88.0	54.0	80.7	31.6	88.7	39.6	75.5	32.7	90.0	42.0
	EIPS	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7	88.4	42.0	-	-
	Province	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1	76.9	29.0	-	-
Social Studies 6	WFG	87.5	50.0	80.0	32.0	68.4	24.6	83.0	22.6	75.5	20.4	85.0	25.0
	EIPS	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6	85.3	32.3	-	-
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	-	-

- 14.3% of students did not write the LA PAT, or only wrote one part of the test, and received a score of zero. Of those students who wrote the LA PAT 95.2% achieved Acceptable standard and 19.0% achieved Standard of Excellence.
- 14.3% of students did not write the Math PAT and received a score of zero. Of those students who wrote the Math PAT, 76.2% achieved Acceptable standard and 4.8% achieved Standard of Excellence.
- 16.3% of students did not write the Science PAT and received a score of zero. Of those students who wrote the Science PAT, 90.2% achieved Acceptable standard and 39.0% achieved Standard of Excellence.
- 14.3% of students did not write the Social PAT and received a score of zero. Of those students who wrote the Social PAT, 88.1% achieved Acceptable standard and 23.8% achieved Standard of Excellence.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.4	96.2	91.8	95.0	94.9	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	95.0	100.0	96.2	98.3	97.8	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	91.4	93.2	87.5	94.5	97.8	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	90.7	95.3	91.7	92.3	89.9	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WFG					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.1	93.1	85.5	95.4	94.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	97.0	97.5	98.1	100.0	100	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	80.0	83.3	72.5	90.9	91.1	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	93.3	98.5	85.9	95.2	91.9	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.1	83.3	60.1	90.9	88.7	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	95.0	100.0	95.2	100.0	96.2	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	57.1	66.7	25.0	81.8	81.3	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WFG					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.8	95.4	95.0	95.6	98.1	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	97.5	98.6	97.6	98.6	98.1	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	92.9	87.5	89.6	90.9	99.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	100.0	100.0	97.8	97.4	97.2	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.9	87.2	87.1	84.5	88.2	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	91.8	88.0	89.9	86.4	90.2	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	83.9	86.5	84.4	82.6	86.1	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	83.8	96.2	87.0	91.4	92.9	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	80.0	90.5	80.0	91.3	88.5	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	71.4	100.0	87.5	90.0	100	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	100.0	98.0	93.5	93.0	90.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	70.4	85.4	84.8	82.8	78.3	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	98.0	97.5	97.1	92.1	94.4	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	42.9	73.3	72.5	73.6	62.2	68.0	66.5	66.2	67.9	67.9	72.2	73.1	73.4	73.5	73.9

The School Education Plan (SEP) is discussed at School Council meetings. In September 2015, parents were given the opportunity to review the priorities and goals of EIPS, and to offer their suggestions and comments on new goals for the WFG SEP. Working in small groups, parents identified goals 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 appreciate 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 goals are highlighted at every School Council/Parent-Teacher Association Meeting on the Administration Report. In September 2017, these goals were reviewed as part of our continued plan for moving forward.

The SEP is communicated via our website and copies can be e-mailed or sent to parents at their request. A message indicating the SEP's availability and input for the future will be put in our school newsletter. We will also highlight individual school goals in the newsletter.

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

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

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