

# School Education Plan and Results Report

2015-2018

Year 2



## 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

"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 is a continually growing school, with a student population of 510.
- WFG students are served by 66 staff members, including 28 teachers and 38 support staff.
- WFG opened in 1977 and has had a series of modulars added to the original structure.
- WFG 2016-17 school budget is \$3,877,171, of which 96% is dedicated to staffing.

**Programming highlights:**

- WFG has a strong reputation for supporting students with diverse needs. In addition to regular classroom integration, WFG has two classes of the EIPS special education program called LINKS.
- Two LINKS (Learning – Individual Needs, Knowledge and Skills) programs operate within our school for students with a mild to extremely severe cognitive disability, severe behavior and/or physical/medical disabilities. These two special education classrooms contain nine and nine students, respectively. Most of the students integrate with their grade-level classrooms for certain subjects, according to the needs and abilities of the students. Educational Assistants help each teacher in delivering programming to students.
- Small groups of identified students in Grades two and three receive instruction in Language Arts from an Enhanced Learning Assistance (ELA) teacher, outside of their homeroom.
- Students with literacy and language difficulties, are supported through Levelled Literacy Intervention (LLI). A teacher FTE of 0.42 has been allocated to plan and deliver this small group programming. Levels 1-4 kits were purchased in 2016 to support this programming, and 3 teachers are being trained in its delivery.
- Students with numeracy difficulties are supported by 0.3 FTE of a teacher in a small group Math Intervention Program. This pilot program is being developed with the assistance of the EIPS Numeracy Consultant.
- First Nation, Metis and Inuit programming includes activities related to cultural connectedness, historical learning opportunities, fine art opportunities through dance and song, time with an elder, self-esteem enrichment, historical understandings and truths, Blanket Exercise, and Residential School stories.
- 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.

- Students are supported emotionally and socially through groups such as: Girl's Group; Boy's Group; Friendship Group; Rainbows Group, Roots of Empathy, and through presentations at our weekly assemblies.
- WFG has 1 to 1 technology at our school. Students in Grades 3-6 (and one class of Grade 2) have a cart of Chromebooks in their classroom available for students to use throughout the day. Other classrooms can sign out the following technology carts as needed: 3 iPad carts, 2 laptop carts, and 2 Chromebook carts. Project-based learning is utilized in most classrooms.
- 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.
- In 2016-17, 17 regular, grade 1-6, homeroom classes were created in response to a 77% increase in the student population in the last 6 years (288 to 510). This is a direct result of the new school boundaries that were implemented by EIPS, in the 2012-13 school year, and the growing population in Fort Saskatchewan. We are hopeful that the decisions made by EIPS, in relation to the new boundaries and K-9 school in Fort Saskatchewan, will alleviate some of the space challenges we are facing.
- 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 (2015-2016)**

What were the greatest successes/challenges in 2015-2016?

**Successes:**

- The goals in our new SEP are embraced by staff and our collective work is committed to achieving these goals.
- PAT short term goals were met. The PAT Acceptable Standard significantly increased in all subject areas and is above the provincial measure. Social Studies is above the Division average and Science is equal to the Division average. WFG is still slightly below the Division average in Language Arts and Math. These results do not take into account that 5 students were exempted 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 for having special program exemptions in their cohort results.
- Accountability Pillar short term goals have been met. WFG measures are superior than 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.

- The Student “At-Risk” meetings completed with all teachers, focused and targeted support on students requiring additional help.
- Our “Leader in Me Leadership Day” was attended by over 600 visitors. Students had the opportunity to share their leadership skills with our community and EIPS staff from various schools and departments.
- Our WFG school redecorating project was completed and two new playgrounds are currently being fundraised for.
- WFG School Council and PTA continued to see strong participation at meetings and planned events.

**Challenges:**

- WFG experienced the tragic death of a staff member in September 2015, which took a deep emotional and psychological toll on the community.
- Challenges were evident in teaching and learning conditions. Class sizes continued to be large and school population grew to 525 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 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.
- Many new initiatives and changes within EIPS created anxiety, stress, and exhaustion for staff.
- 2016 Standard of Excellence scores on PATs were not at the level we need them to be.

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

- Four Levelled Literacy Intervention kits were purchased. 0.42 FTE of teacher time has been hired for literacy intervention support at WFG.
- A Math Intervention program is being piloted. 0.30 FTE of teacher time has been allocated for this one-on-one and small group numeracy intervention group.
- Common long range, unit planning and summative assessments are mandated.
- 9 teachers and 2 administrators attended Sandra Herbst’s workshop on Assessment. Each grade level, including kindergarten and LINKS has a teacher lead who attended the session and is sharing the information presented.
- Intervention and “At-Risk” student meetings continue during work-embedded time. The MIPI and STAR assessments have contributed 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. Support staff time has been allocated to this initiative.
- Enhanced Kindergarten will continue in some format, depending on whether there is an EIPS standard for its delivery.
- Additional mild-moderate classroom supports have been hired from school budget.
- 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.
- Define, implement and mandate common planning and 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.

### **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, Enhanced Learning Assistance, Math Intervention Program and mild-moderate classroom supports are in place.

### **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 and Math Intervention Program, Enhanced Learning Assistance 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.

**Performance Measures:**

- Evidence Binder is complete and submitted to Franklin-Covey.
- Lighthouse Status, as a Leader in Me School, is obtained.
- The percentage of parents and students who are satisfied that students model the characteristics of active citizenship, will increase by 5%, 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	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	WFG	83.8	21.6	90.0	27.5	88.0	20.0	75.4	22.8	86.8	15.1	88.0	23.0
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1	-	-
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	-	-
Mathematics 6	WFG	78.4	24.3	85.0	40.0	78.0	26.0	66.7	10.5	75.5	13.2	80.0	30.0
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9	-	-
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0	-	-
Science 6	WFG	78.4	54.1	90.0	57.5	88.0	54.0	80.7	31.6	88.7	39.6	90.0	42.0
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7	-	-
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1	-	-
Social Studies 6	WFG	81.1	35.1	87.5	50.0	80.0	32.0	68.4	24.6	83.0	22.6	85.0	25.0
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6	-	-
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	-	-

### 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.9	92.4	96.2	91.8	95.0	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	97.0	95.0	100.0	96.2	98.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	93.0	91.4	93.2	87.5	94.5	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	88.7	90.7	95.3	91.7	92.3	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	WFG					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.7	90.1	93.1	85.5	95.4	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	97.0	97.0	97.5	98.1	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	88.9	80.0	83.3	72.5	90.9	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	89.1	93.3	98.5	85.9	95.2	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.3	76.1	83.3	60.1	90.9	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	85.0	95.0	100.0	95.2	100.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	87.5	57.1	66.7	25.0	81.8	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8



## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	WFG					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	95.1	96.8	95.4	95.0	95.6	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
<b>Teacher</b>	97.5	97.5	98.6	97.6	98.6	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
<b>Parent</b>	88.9	92.9	87.5	89.6	90.9	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
<b>Student</b>	98.9	100.0	100.0	97.8	97.4	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	86.3	87.9	87.2	87.1	84.5	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
<b>Teacher</b>	84.2	91.8	88.0	89.9	86.4	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
<b>Parent</b>	88.4	83.9	86.5	84.4	82.6	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	79.0	83.8	96.2	87.0	91.4	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
<b>Teacher</b>	75.0	80.0	90.5	80.0	91.3	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
<b>Parent</b>	75.0	71.4	100.0	87.5	90.0	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
<b>Student</b>	87.0	100.0	98.0	93.5	93.0	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

## **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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
<b>Overall</b>	86.9	70.4	85.4	84.8	82.8	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
<b>Teacher</b>	96.0	98.0	97.5	97.1	92.1	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
<b>Parent</b>	77.8	42.9	73.3	72.5	73.6	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

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 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 goals are highlighted at every School Council/Parent-Teacher Association Meeting on the Administration Report. In September 2016, these goals were reviewed as our continued plan for moving forward.

The SEP will be 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>.