



Horizon School Division

D.A. Ferguson Middle School

Combined 2020-21 to 2022-23 Education Plan and 2020 Annual Education Results Report



*An inclusive learning community that engages
and empowers all learners for success.*

D. A. Ferguson Middle School
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Foundation Statements

Vision

Passionately engaged learners who confidently pursue continual improvement now and in the future as contributing global citizens.

Mission Statement

Horizon is a 21st century inclusive learning community that engages and empowers all learners for success.

Our Priorities

Horizon School Division Core Goal and Key Action Items

- **All learners leaving school are competent contributing global citizens.**
 - **Strong instruction that develops competencies**
 - Literacy
 - Numeracy
 - Assessment
 - **Response to intervention to meet the needs of all students**
 - Collaborative Response Model

Alberta Education Key Action Items (Desired Outcomes)

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis and Inuit student success
- Alberta's education system respects diversity and promotes inclusive
- Alberta has excellent teachers, school and school authority leaders
- The education system is well governed and managed



What makes us D.A. Ferguson?

Principal's Message



D.A. Ferguson is a true middle school offering instruction to Grade 6 to 8 students in the town of Taber, Alberta. Our students join us in grade 6 from three elementary schools in our community. We are “Focused on Excellence” at our school and strive to offer strong academic, athletic, and artistic opportunities for all students in an inclusive setting. We have a student body of 235 students this year and have experienced an unexpected increase in enrolment at DAF. The staff consists of 24 dedicated teachers, support staff, counselors, family connections, and our school resource officer. Our team works collaboratively to best support each student and help him or her to grow academically, and emotionally. We are proud of our strong exploratory program that provides students with a large variety of classes to identify and pursue new passions and discover new talents and abilities. We work closely with our School Council and all parents to ensure that our school is providing the programming and experience that is sought after for young people in our community.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	D. A. Ferguson Middle School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.5	84.4	86.0	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	86.4	88.1	88.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.1	84.3	86.3	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	76.1	77.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	18.0	14.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	73.2	62.5	71.2	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	83.5	76.9	76.4	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	77.6	68.0	73.3	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	82.7	72.3	75.9	81.5	81.0	80.9	Very High	Improved	Excellent

We are very proud of our results in 2020. We saw large improvements in several of the categories above. We focused a large amount of our efforts last year on Parental Involvement, School Improvement, and a Safe and Caring culture. As the results demonstrate, we have seen an improvement of 8 to 10 percent in each of these categories. We are proud of this improvement but recognize there is much still to be accomplished in our efforts to improve our school.

Safe and Caring 2018-2019	84%	Safe and Caring 2019-2020	91.5%
Parental Involvement 2018-2019	68%	Parental Involvement 2019-2020	77.6%
School Improvement 2018-2019	72%	School Improvement 2019-2020	82%

SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN

Key Action 1 – Strong instruction that develops competencies

Strategies:

- Provide teachers with the adequate time to complete Fountas and Pinnell testing with the students that they teach. (allocation of approximately \$2500)
- Encourage and support teachers in their efforts to provide quality online instruction and learning opportunities online during short-term quarantines and temporary transitions to at home learning.
- Targeted LLI and math interventions for students needing a boost in literacy and numeracy.(training of staff that can help in delivery of programming)
- Continuation of daily numeracy and literacy focus block in the morning Monday to Thursday.
- Addition of a Library block for all students to encourage and promote reading for enjoyment.
- Focus on mastery of math core skills. (Purchase of manipulatives and resources to enhance math programming. (\$1500) Grade 6 Math teacher will be starting a weekly math club after school.)
- Increase the opportunities for hands on learning in Science Program (\$1500 used to purchase identified materials and equipment)

Key Action 2 – Response to intervention to meet the needs of all students

Strategies:

- Shifted our Collaborative grade level meetings to after school. This better allows for the full participation of all team members. Explore ways that this program can be enhanced as teachers are finding high value with this time and student's needs are being addressed in a quick and consistent manner.
- Ensure that
- Ensure that data collected through F and P testing is being used to better provide individualized support to those students in need of it.

Professional Learning (School Based)

- The Pandemic has been predictable in one main way and that is that it makes everything else unpredictable. As we strive to balance the wellness of students and staff and prepare for the unexpected, it has been difficult to dedicate time to planned in advance professional learning. Teachers have spent countless hours over the last 10 months learning how to effectively deliver instruction online. This has stretched staff and required everyone to learn and experiment with new techniques of instruction and assessment. Those that have not felt comfortable using technology have had the opportunity to become comfortable through necessity. As this year moves forward these skills and efforts are ongoing as we continue to have a large number of students transitioning back and forth between in person and at home learning. Teachers have effectively collaborated and planned together to ensure the consistency of programming at the school. This learning is ongoing.
- This coming spring the staff will be reviewing our schools mission statement and core values and amending what is currently in place to reflect our current situation.
- Review of assessment practices in an effort to ensure a consistent approach in reporting student progress and achievement across grades here at the school.

Appendix: D A Ferguson Home of Taber Mennonite School Program

Taber Mennonite School (TMS)

Taber Mennonite School had operated as an outreach program in the heart of Taber's downtown business core for the past 12 years. Over this time, our student enrollment has grown to over 110 students. As a result of this success, we outgrew our downtown location. Over the past 3 years we consulted with our parents and students about the possibility of moving to the W.R. Myers High/DA Ferguson School complex. The recently completed renovation of W.R. Myers/DA Ferguson was done in such a manner that space was available for our program within the building. Our students and families endorsed the idea, and over the last 18 months we have finalized details on the move and are now a part of W.R. Myers High School.

TMS has had a long and close relationship with W.R. Myers. As the program got larger we used vacant classroom across the building for our high school program, leaving the downtown store front program housing grades six through nine. Having moved into our new home at W.R. Myers, we have dropped our school code and now operate our middle school program under D.A. Ferguson Middle School, and our High School program under W.R. Myers. Our Low German Mennonite (LGM) students are now located in a large wing of W.R. Myers. This allows our students, many of which are related to each other, to maintain closer relationships with their siblings or cousins that are part of the program and not to be separated by our previously divided campus. We have a small cohort of approximately seven teachers' who are able to deliver a faith-based program to our LGM students, in an isolated portion of the W.R. Myers/D A Ferguson complex.

Along with offering a faith-based program we continue to offer flexibility in meeting our students where they are at:

- Staggered entry for students working the harvest.
- Understanding seasonal travel and migration (admittedly less of an issue this year)
- Incorporating effective ELL instructional methods.
- Respecting their culture, values, beliefs, and educational needs.

The coming year will be full of opportunities associated with our new location: use of an onsite gymnasium, specialized labs, an open field to use during breaks, and a cafeteria.

Our programs site-based PD will follow along with W.R. Myers and include sections relative to combating Teacher fatigue and burn out. The close of the 2019-20 school year was unprecedented in Alberta's history of public education. Teachers saw themselves navigating new forms of delivering courses, and ways of interacting with student. Although rewarding, it was much more fatiguing than their previous professional experience. During portion of site-based PD events I will be engaging staff in presentations on strategies to combat burnout as presented in The Burnout Cure: Learning to Love Teaching Again (Mielke, 2019).

Our program has an opportunity to grow to the next level, with our dedicated teaching staff, please find our Accountability pillar results attached. Which demonstrates growth in some important areas: Safe and Caring, Program of Studies, Education Quality, and Citizenship. Obviously, several areas

of concern remain: Dropout rate, high school completion, PAT results, and Diplomat exam participation. Given the population we work with has a historical animosity toward public education, and significant challenges as ELL students learning in an English language-based program we are playing a long game toward improvement.

Key to this improvement is the maintenance of strong relationships with our families. The unique climate of 2020-21 will challenge our capacity to maintain these ties like no other year. We must remain flexible, committed, and above all caring of students and their families.

Mark Harding
Vice Principal of Mennonite Programing
W.R. Myers High School
D.A. Ferguson Middle School