



D.A. FERGUSON MIDDLE SCHOOL



vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that **values**

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and safe
learning environments;
collaboration; and
accountability

2022-
2025

Principal's message

D. A. Ferguson Middle School is a grade 6 to 8 school serving approximately 285 students in grade 6 to 8. We have a diverse student population that we have the privilege to support and work with. Our school is newly renovated and has recently expanded its student population with the transition of Taber Mennonite School (TMS) into our school community. We are excited by this opportunity to work with this group of students/families and are committed to providing all our students with the opportunity to pursue excellence in all aspects of their lives. Our student population comes together from all of the public elementary schools within the community.

At D. A. Ferguson we understand the importance of relationships and strive on a daily basis to make connections with students both in the classroom and through a variety of extra-curricular activities, including a strong athletic program and a growing fine arts program. Middle school provides students with the opportunity to discover new talents and interests. We offer students a wide range of exploratory classes and look forward to offering diverse clubs that allow students to meet new friends and find passion in their learning. We hope to develop in each student the qualities and attributes required to become life-long learners.

In the classroom we are striving to maximize engagement of students through strong, engaging instructional techniques and best practice. This is an area of focus that we are continuing to focus on for the 2022/2023 school year. We have prioritized making technology accessible in and out of the classroom and have allocated funds over the last three years to reach a 1 to 1 device to student ratio. Teachers are encouraged and supported to use technology in a meaningful way to enhance student learning and engagement. We feel that there is still lots to learn about effective use of technology and will be continuing to develop and expand this as an area of strength at DA Ferguson Middle School.

We are proud of the gains that we have made in the last three years in improving and enhancing our communication between the school and the families we serve. An enhanced presence on social media platforms, an improved website and other strategies and tools have helped significantly. We will continue to adjust and refine our approach to keeping parents informed and up to date with the information that they need to fulfill their role in the success of their children's academic experience.





*quality teaching and optimum learning
response to intervention*

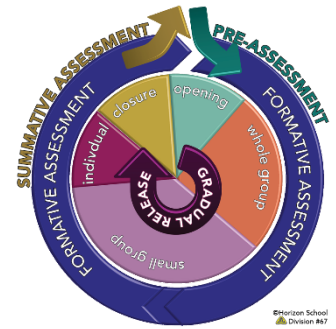
quality teaching and optimum learning

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Student Growth & Achievement Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>	<ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort) <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● Overall percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall, for all students and for self-identified First Nations, Métis and Inuit and English Second Language students 	<ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ● benchmark Fountas and Pinnell reading assessments for each child and follow up intervention for students in need of more support- In class tiered intervention. ● Continued Literacy/ Learning Commons scheduled blocks across all grades. ● Literacy programming and contests running through the Learning Commons to engage students in reading. ● Increase the breadth of literature available in our Learning Commons to support our diverse population. ● Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices. ● Precision Reading program and Leveled Literacy Literacy Intervention programs are running in the school to support students at all grade levels. <p style="text-align: center;">\$9000 for resources and high interest current reading material. We also just bought F&P LLI Purple system to provide high quality reading interventions.</p>
	<ul style="list-style-type: none"> ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and results for teachers, parents, and students ● A measure of student engagement in their learning at school 	<ul style="list-style-type: none"> ● Parent satisfaction that their children are able to do math at the level that is expected of them at school. 	<ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ● Balanced approach to math instruction in 6-8 with the support of rich tasks, math embedded in literature, and math workstations. ● Focus on application of math in real world problem solving. ● Exceeding minutes of Numeracy instructional minutes required by Alberta Education ● Continuation of weekly scheduled numeracy intervention for students in grade 6 to 8
			<ul style="list-style-type: none"> ● Budget Allocation \$2000 for resources including manipulatives.

- Teacher, parent, and student agreement that children will be prepared for the next grade level
 - o Overall and results for teachers, parents, and students

- Curriculum Achievement

HORIZON INSTRUCTIONAL MODEL



- Preparation and implementation for curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators.
- Foster discussions and mentorship with teacher leaders about the importance of challenging strong academic learners, and the need for deep and transfer learning with school leaders and teachers.
- Assessment
 - o Build on key assessment principles to increase teacher conceptual understanding of assessment.

- Budget Allocation

Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.

- Teacher, parent, and student satisfaction with the overall quality of basic education.
 - o Overall and results for teachers, parents, and students.

- Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
 - o Teacher, parent, and student satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning
 - Overall and results for teachers, parents, and students
 - o Teacher, parent, and student belief that children find school interesting
 - Overall and results for teachers, parents, and students
 - o Percent of students who are motivated to do their best at school
 - o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school
 - Overall and results for parents, and students

- Learning
 - Focus on engaging students academically and socially. The pandemic has isolated students and reduced social peer interactions.
 - Review of current research based best instructional practices and teacher mentorship to maximize engagement and learning for students
 - See School PD Plan
 - Reworking Schools Vision, Values and Mission Statement. Involve all stakeholders in the process
 - Continued opportunities scheduled weekly for students to receive extra support with core subjects.

		<ul style="list-style-type: none"> ● Budget Allocation \$2500 	
		<ul style="list-style-type: none"> ○ Parent, and student agreement that students have a plan for life beyond high school <ul style="list-style-type: none"> ▪ Overall and results for parents, and students 	<ul style="list-style-type: none"> ● Life plan <ul style="list-style-type: none"> ● Provide students with opportunities to explore interests through exploratory and extra curricular clubs that could help students identify passions that lead to career choices. Ensure that exploratory classes have a component that helps students recognize career paths. ● Strive to find ways to have more community involvement in informing students about careers and jobs
		<ul style="list-style-type: none"> ○ Percent of parents who feel the school keeps them informed about their child's progress and achievement ○ Percent of parents who are satisfied with the communication they receive from their child's school 	<ul style="list-style-type: none"> ● Budget Allocation \$500 ● Communication <ul style="list-style-type: none"> ● Strive to find common practices and expectations across grades for school to home communication ● Implementation of a google calendar to be shared with all school community members. ● Continue to utilize Google Classroom for posting of daily school work for students that are absent. ● Continually updating our social media sites, school website and emails with pertinent information to parents.
		<ul style="list-style-type: none"> ○ Percent of staff who fell that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice ○ Percent of staff who feel that the Teaching Quality Standard provides a framework for the preparation, professional growth, supervision and evaluation of teachers in our school ○ Percentage of staff satisfied with the professional development opportunities provided by the school and division ○ Executive summary of Joint Horizon/ATA PD activities 	<ul style="list-style-type: none"> ● Continual improvement <ul style="list-style-type: none"> ○ see School PD plans ● Ensure that formal Professional Growth plan meetings occur by the end of October and the end of May. ● Support all staff to access outside PD opportunities that support professional growth. ● Admin present and regularly engaged in ongoing classroom supervision ● Staff involved in creation of Professional Development plan. <p>Budget Allocation: \$2000</p>
		<ul style="list-style-type: none"> ○ Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) ○ Percent of staff who feel that the principal creates 	<ul style="list-style-type: none"> ● Inclusion and respecting diversity <ul style="list-style-type: none"> ● Strategic efforts to include TMS students and staff in meaningful ways. ● Work towards a plan for inclusion of this population moving forward. ● Ensure that resources are made available for all students and staff.

		<p>an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe.</p> <ul style="list-style-type: none"> o Percent of staff who feel the principal understands and appropriately responds to the political, social, economic, legal, and cultural contexts impacting the school and school division. 	<ul style="list-style-type: none"> ● Creation of after school clubs to increase confidence and acceptance of students of various minority groups
			<ul style="list-style-type: none"> ● Budget Allocation

response to intervention

Domain	Provincial Measures	Horizon Measures	School Strategies
<p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<ul style="list-style-type: none"> ● Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. <ul style="list-style-type: none"> o Overall and results for teachers, parents, and students. ● A measure assessing that students feel like they belong and are supported to be successful in their learning. ● A measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner 	<ul style="list-style-type: none"> ● Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> o Teacher, parent, and student satisfaction with children’s ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student 	<ul style="list-style-type: none"> ● Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> ● Implement Horizon’s Indigenous committee strategic action plan to address the FNMI component of the Quality Standards. ● Promote and implement use of culturally appropriate resources (e.g. FNMI literature) and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. ● Bring awareness of the experiences of residential school survivors (e.g. participation in “Orange Shirt Day”: A call for all Albertans to come together in the spirit of reconciliation, Kairos blanket activity). ● Encourage students to partake in the National Indigenous Peoples day celebration in Taber on June 21 ● Examine current data and create strategies for D. A. Ferguson to maximize the success of FNMI students ● Utilize elders from the area in a variety of ways at a number of grade levels to connect learning to culture in a holistic way ● Allocation of set time at each staff meeting to learn for staff. ● Work with Indigenous liaison worker to focus on areas of priority that empower students to have success in school and beyond, and support staff to create learning spaces and schools where Indigenous students recognize themselves in the curriculum, feel safe and welcome
			<ul style="list-style-type: none"> ● Budget Allocation

		<ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> o Teacher, parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and results for teachers, parents, and student o Percent of staff who feel the school's collaborative response meetings are effective o Percent of students reaching age-appropriate developmental milestones 	<ul style="list-style-type: none"> • Collaborative Response <ul style="list-style-type: none"> • Utilize a response to intervention framework that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that also includes a focus on strategic approach to enhanced engagement, learning, student mental health, transitions and attendance. • Reduce stigma associated with mental health through staff training, student engagement (IE. Headstrong) and parent/community programming delivered by the Family Connections Program. • Creating more teacher collaboration and cooperation for development of rich tasks and learning opportunities. • Strive for common times free of instruction for staff to collaborate • Continuation of weekly after school CRM meetings by grade level
			<ul style="list-style-type: none"> • Budget Allocation

<p>Governance Public assurance occurs when demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>	<ul style="list-style-type: none"> • Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and results for teachers and parents • Budget-Actual Comparison: report the "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). 	<ul style="list-style-type: none"> • Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges o List of partnerships / collaborative projects 	<ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> • Continuing to ensure that all students and staff have access to the resources they need to maximize learning. • Collaborate with staff and School Council on decisions regarding budget and resource allocation. • Identify and access grants to help with initiatives.
		<ul style="list-style-type: none"> • Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the <i>School Councils Regulation</i>, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school 	<ul style="list-style-type: none"> • Stakeholder engagement <ul style="list-style-type: none"> • Enhance student engagement to lend their voice to school initiatives and promote student leadership opportunities within and beyond school by using the Teams class to engage all students and the Fox Force to engage the most interested students. • Find ways to enhance student leadership through current Teams classes and perhaps a leadership club for students. • Creating clubs and teams to engage the majority of our student population in positive activities outside of school hours.

School strategic priority

School Measures

- Assurance survey data 2020/2021 provided some direction on areas that we are succeeding and areas to focus on improving. Our first area of focus will be on Student Engagement in learning. The following data was collected:
- 68% of students find school interesting
- 78% of staff believed that students find school interesting
- 82% of parent believed that students find school interesting
- We will continue working on engagement for the next few years to make sure we have met this goal.
- We as a staff want to reach the 32% of students that did not find school interesting. We do believe that the pandemic and restrictions did contribute to these results as the school was required to maintain cohorts and limit activities at the school. This has resulted in a lower level of engagement unfortunately. These limitations most likely contributed in only 54% of students participating in School Clubs.
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- We believe at our school that students at this age need reasons to attend school. These reasons include exciting and engaging learning opportunities, social relationships, athletics, fine arts, and other clubs that help students to fit in and finds a place to shine.
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- We want to increase the students sense of belonging and ownership of the school as this positively impacts academic engagement and success.

School Strategies

- We will be focusing on student engagement in all aspects of their school life.
- We are a Leader in Me School which focuses on Stephan Covey's 7 habits of highly successful people.
- As a staff we will be learning from the work of John Hattie "Visible Learning". This will be our focus on PD Site days.
- We will be implementing a school wide focus on Leader in Me 7 habits of highly successful kids into our school programming.
- We will be learning how to effectively leverage our 1:1 ratio for devices at school to engage learners.
- Provide staff with allocated time and mentorship opportunities to experiment and explore new strategies and techniques to increase interest and engagement. Ensure teachers have necessary resources that will help them to implement best practice techniques and strategies.
- Provide extra curricular clubs that reach more students' interests and engage them more into our school community.
- See School PD plan for 2022/2023
- Ensure that these opportunities are provided to all students at DA Ferguson.



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