



# 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

2023-  
2026

# *Principal's message*

D. A. Ferguson Middle School is a grade 6 to 8 school serving approximately 320 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 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, growing fine arts program and clubs. 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 2023/2024 school year. We have prioritized making technology accessible in and out of the classroom and have allocated funds over the last four 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 four 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.



# *our strategic priorities*

*quality teaching and optimum learning*

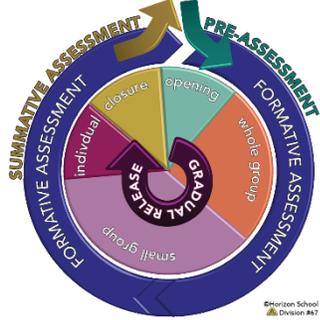
*response to intervention*

*Wellness & well-being*

*Focusing on Excellence*

# quality teaching and optimum learning

| Domain   | Provincial Measures  | Horizon Measures   | School Strategies  |
|--|--|--|--|
| <p><b>Student Growth &amp; Achievement</b><br/>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"> <li>The percentage of students who achieved the Acceptable Standard at DAF last year was 70.6 percent and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests was 11.5 (based on cohort)               <ul style="list-style-type: none"> <li>Overall for LA our students reached 72.3 overall acceptable standard and 7.4 percent reached the excellence standard</li> </ul> </li> <li>Overall for Math our students reached 61.7 percent overall acceptable standard and 3.2 percent reached the excellence standard</li> <li>Overall for Science our students reached 77.4 percent overall acceptable standard and 18.3 percent reached the excellence standard</li> <li>Overall for Social our students reached 71 percent overall acceptable standard and 17.2 percent reached the excellence standard</li> </ul> | <ul style="list-style-type: none"> <li>Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment</li> <li>92% of parents, and students agree that children are able to read and write at the level that is expected of them at school.</li> </ul> | <ul style="list-style-type: none"> <li>Literacy               <ul style="list-style-type: none"> <li>benchmark Fountas and Pinnell reading assessments for each child and follow up intervention for students in need of more support- In class tiered intervention.</li> <li>Continued Literacy/ Learning Commons scheduled blocks across all grades.</li> <li>Literacy programming and contests running through the Learning Commons to engage students in reading.</li> <li>Increase the breadth of literature available in our Learning Commons to support our diverse population.</li> <li>Implement the Horizon Literacy Framework as a reference tool for instructional support of strong literacy practices.</li> <li>Precision Reading program and Leveled Literacy Intervention programs are running in the school to support students at all grade levels.</li> </ul> </li> </ul> |
|  | <ul style="list-style-type: none"> <li>Teacher, parent, and student agreement that students model the characteristics of active citizenship.               <ul style="list-style-type: none"> <li>Overall 87.1 percent of teachers felt as though our students model characteristics of active citizenship 83.3 percent of parents felt the same way , and 79.8 percent of students agreed with that as well.</li> <li>Overall 96.1 percent of teachers felt as though our students model academic engagement 88.9 percent of parents felt the same way , and 77.9 percent of students agreed with that as well.</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>We have 93% parent satisfaction that their children are able to do math at the level that is expected of them at school.</li> </ul>   | <ul style="list-style-type: none"> <li>Budget Allocation               <ul style="list-style-type: none"> <li>\$9000 for resources and high interest current reading material. We also just bought F&amp;P LLI Purple system to provide high quality reading interventions.</li> </ul> </li> <li>Numeracy               <ul style="list-style-type: none"> <li>Balanced approach to math instruction in 6-8 with the support of rich tasks, math embedded in literature, and math workstations.</li> <li>Focus on application of math in real world problem solving.</li> <li>Exceeding minutes of Numeracy instructional minutes required by Alberta Education</li> <li>Continuation of weekly scheduled numeracy intervention for students in grade 6 to 8</li> </ul> </li> </ul>  |
|  |  |  | <ul style="list-style-type: none"> <li>Budget Allocation \$2000 for resources including manipulatives.</li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>86.5 % of teachers, parents, and students agree that children will be prepared for the next grade level</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum Achievement</li> </ul> <p style="text-align: center;"><b>HORIZON INSTRUCTIONAL MODEL</b></p>  <ul style="list-style-type: none"> <li>High school redesign principles and curriculum implementation through Instructional Coach work on conceptual learning, and professional learning activities with Administrators. <ul style="list-style-type: none"> <li>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.</li> <li>Assessment</li> </ul> </li> <li>Build on key assessment principles to increase teacher conceptual understanding of assessment.</li> </ul> |
| <p><b>Teaching &amp; Leading</b> 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.</p> | <ul style="list-style-type: none"> <li>95% of teachers, parents, and students are satisfied with the overall quality of basic education.</li> </ul> | <ul style="list-style-type: none"> <li>Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> <li>89.5% of teachers, parents, and students are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning</li> <li>68% of teachers, parents, and students believe that children find school interesting</li> <li>89% percent of students feel they are motivated to do their best at school</li> <li>92.5% of parents, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Learning <ul style="list-style-type: none"> <li>Focus on engaging students academically and socially. The pandemic has isolated students and reduced social peer interactions.</li> <li>Review of current research based best instructional practices and teacher mentorship to maximize engagement and learning for students</li> <li>See School PD Plan</li> <li>Reworking Schools Vision, Values and Mission Statement. Involve all stakeholders in the process</li> <li>Continued opportunities scheduled weekly for students to receive extra support with core subjects.</li> </ul> </li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>Budget Allocation</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>Budget Allocation \$2500</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>o 69% of our parents and student agree that students have a plan for life beyond high school</li> </ul>  | <ul style="list-style-type: none"> <li>● Life plan <ul style="list-style-type: none"> <li>● 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.</li> <li>● Strive to find ways to have more community involvement in informing students about careers and jobs</li> </ul> </li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>● Budget Allocation \$500</li> </ul>   |   |
|  |  | <ul style="list-style-type: none"> <li>o 81 percent of parents who feel the school keeps them informed about their child's progress and achievement</li> <li>o 91 percent of parents who are satisfied with the communication they receive from our school</li> </ul>   | <ul style="list-style-type: none"> <li>● Communication <ul style="list-style-type: none"> <li>● Strive to find common practices and expectations across grades for school to home communication</li> <li>● Implementation of a google calendar to be shared with all school community members.</li> <li>● Continue to utilize Google Classroom for posting of daily school work for students that are absent.</li> <li>● Continually updating our social media sites, school website and emails with pertinent information to parents.</li> </ul> </li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>   |   |
|  |  | <ul style="list-style-type: none"> <li>o 100 percent of staff felt that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice</li> <li>o 80 percent of staff are satisfied with the professional development opportunities provided by the school and division</li> </ul>  | <ul style="list-style-type: none"> <li>● Continual improvement <ul style="list-style-type: none"> <li>● Ensure that formal Professional Growth plan meetings occur by the end of October and the end of May.</li> <li>● Support all staff to access outside PD opportunities that support professional growth.</li> <li>● Admin present and regularly engaged in ongoing classroom supervision</li> <li>● Staff involved in creation of Professional Development plan.</li> </ul> </li> </ul>   |
|  |  | <ul style="list-style-type: none"> <li>● Budget Allocation \$2000</li> </ul>  |   |
|  |  | <ul style="list-style-type: none"> <li>o 81 percent of students feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities)</li> <li>o 93 percent of staff feel that the principal creates 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.</li> </ul> | <ul style="list-style-type: none"> <li>● Inclusion and respecting diversity <ul style="list-style-type: none"> <li>● Strategic efforts to include TMS students and staff in meaningful ways.</li> <li>● Work towards a plan for inclusion of this population moving forward.</li> <li>● Ensure that resources are made available for all students and staff.</li> <li>● Creation of after school clubs to increase confidence and acceptance of students of various minority groups</li> </ul> </li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>● Budget Allocation</li> </ul>   |   |

# response to intervention

| Domain  | Provincial Measures   | Horizon Measures  | School Strategies   |
|---|---|---|---|
| <p><b>Learning Supports</b> 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"> <li>• 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"> <li>◦ 86% overall and results for teachers, parents, and students.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 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"> <li>◦ 89% of teachers, parents, and students are satisfied 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</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People)               <ul style="list-style-type: none"> <li>• Implement Horizon's Indigenous committee strategic action plan to address the FNMI component of the Quality Standards.</li> <li>• 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.</li> <li>• 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).</li> <li>• Encourage students to partake in the National Indigenous Peoples day celebration in Taber on June 21</li> <li>• Examine current data and create strategies for D. A. Ferguson to maximize the success of FNMI students</li> <li>• 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</li> <li>• Allocation of set time at each staff meeting to learn for staff.</li> <li>• Developing a school land acknowledgement</li> <li>• 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</li> </ul> </li> <li>• Budget Allocation</li> <li>• Collaborative Response               <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reduce stigma associated with mental health through staff training, student engagement (IE. Headstrong) and</li> </ul> </li> </ul> |

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|  |   |   | <p>parent/community programming delivered by the Family Connections Program.</p> <ul style="list-style-type: none"> <li>• Creating more teacher collaboration and cooperation for development of rich tasks and learning opportunities.</li> <li>• Strive for common times free of instruction for staff to collaborate</li> <li>• Continuation of weekly after school CRM meetings by grade level</li> </ul>  |
|  |   |   | <ul style="list-style-type: none"> <li>• Budget Allocation</li> </ul>  |
| <p><b>Governance</b><br/>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"> <li>• 84% of teachers and parents are satisfied with parental involvement in decisions about their child's education.</li> </ul> | <ul style="list-style-type: none"> <li>• 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"> <li>o 100 percent of staff feel that their school staff work together to achieve goals, solve problems, and overcome challenges</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Resource Management <ul style="list-style-type: none"> <li>• Continuing to ensure that all students and staff have access to the resources they need to maximize learning.</li> <li>• Collaborate with staff and School Council on decisions regarding budget and resource allocation.</li> <li>• Identify and access grants to help with initiatives.</li> </ul> </li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>• Budget Allocation</li> </ul>  |
|  |   | <ul style="list-style-type: none"> <li>• 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"> <li>o 100 percent of staff feel the school is cohesive and supportive of one another</li> <li>o 93% percent of students feel their school provides opportunities for students to provide input into ways to improve the school</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Stakeholder engagement <ul style="list-style-type: none"> <li>• 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.</li> <li>• Find ways to enhance student leadership through current Teams classes and perhaps a leadership club for students.</li> <li>• Creating clubs and teams to engage the majority of our student population in positive activities outside of school hours.</li> <li>• Students and staff are engaging in Leader in Me learning</li> </ul> </li> </ul> |
|  |   |   | <ul style="list-style-type: none"> <li>• Budget Allocation \$1500</li> </ul>   |

## wellness and well-being

| School Measures  | School Strategies   |
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| <ul style="list-style-type: none"> <li>• Local measures that indicate the percent of staff that agree <ul style="list-style-type: none"> <li>o 100% of staff feel their opinions and suggestions are considered at work.</li> <li>o 100% of staff feel as though their supervisor shows appreciation for extra effort made by employees.</li> <li>o 86% of staff feel their workload is appropriate for the time they are assigned.</li> <li>o 86% of staff feel they can handle stress effectively and can bounce back from difficult situations</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• We will be focusing on student engagement in all aspects of their school life.</li> <li>• We are a Leader in Me School which focuses on Stephan Covey's 7 habits of highly successful people.</li> <li>• We will be implementing a school wide focus on Leader in Me 7 habits of highly successful kids into our school programming.</li> <li>• We will be learning how to effectively leverage our 1:1 ratio for devices at school to engage learners.</li> <li>• continued...</li> </ul> |

# *School strategic priority (based on “what we can do better”/”what we should start doing” feedback)*

## School Measures

- Assurance survey data 2022/2023 provided some direction on areas that we are succeeding and areas to focus on improving. Our first area of focus will be on Student Health and Wellbeing and Engagement in learning. The following data was collected:
- 77% of students find school interesting
- 87% 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 23% of students that did not find school interesting.
- 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 find a place to shine.
- We want to increase the students' sense of belonging and ownership of the school as this positively impacts academic engagement and success.

## School Strategies

- 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 2023/2024
- Ensure that these opportunities are provided to all students at DA Ferguson.



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