

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

School: Win Ferguson Community School (K-6)

Principal: Mr. Ralph Sorochan

Assistant Principal: Mrs. Berni Letwin

OUR VISION

Win Ferguson School will be a respectful, inclusive community of learners who always strive to do their best.

OUR MISSION

To provide diverse, engaging, educational experiences to students, so they can maximize their potential, be life-long learners and good citizens.

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.

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.

Habit 1 Be Proactive • Choose Your Response

Habit 2 Begin with the End in Mind • Have a Plan, Live by Design

Habit 3 Put First Things First • Work First, Then Play

Habit 4 Think Win-Win • Everyone Can Win

Habit 5 Seek First to Understand, Then to Be Understood • Listen Before You Talk

Habit 6 Synergize • Together Is Better

Habit 7 Sharpen the Saw • Balance in Life Feels Best

In order to meet school goals, teachers prepare detailed long range, unit and daily plans that follow the Alberta Program of Studies. All school staff is actively involved in school and individual professional development, to achieve school-developed goals and individual goals identified in their Professional Growth Plans. Staff members collectively work together in Professional Learning Communities to achieve the goals and initiatives of Alberta Education, Elk Island Public Schools and Win Ferguson Community School. Many parents have noted in annual survey responses that the professional expertise, caring and warmth of staff remain as primary strengths of Win Ferguson Community School.

Students meet in an assembly to start every Monday morning. Parents, relatives, and friends are always welcome to attend. Assemblies provide a ready forum for character education, opening exercises, bullying pledge, Student Writers of the Month, Student Artists of the Month, Reading Makes You Smart, guest speakers, fine arts presentations by students and guest artists, talks from community leaders and class presentations. Audience and leadership skills are developed by students and older students take the roles of escorts for younger classes, set-up crews, and emcees. Assemblies nurture school identity, as the student body learns, celebrates accomplishments and shares collectively together. These assemblies are led by student leaders, the principal and the assistant principal to provide valuable professional learning community collaboration time for classroom teachers.

Students from grades 1-6 are provided further leadership opportunities as school patrols, office assistants, weather reporters, equipment room monitors, computer lab monitors, milk monitors, lunch monitors, star board monitors, star cutters and classroom volunteers. To apply for some of these positions, students learn how to complete a job application and a resume.

Win Ferguson is a Kindergarten to Grade 6 School. The student body is comprised of 435 students. An Early Childhood Program (ECS/Kindergarten) operates Monday through Friday, with two morning programs and one afternoon program. The ECS programs are situated in a large, multi-purpose rooms that have numerous learning centers and an attached kitchen. Students in Kindergarten attend numerous field trips throughout the year. Program Unit Funding provides budget monies to hire Educational Assistants to work with students having severe disabilities.

A PALS (Play and Learn at School) program operates within our school. This is an early intervention program for students aged two and a half to five years of age, who generally have been identified as having two or more significant learning disabilities. Four centers include a total of 33 students, who attend school for one-half day in either the morning or afternoon from Monday to Thursday. Educational Assistants assist the teacher in delivering this program. Speech Language Pathology, Occupational Therapy, Physiotherapy and a Special Needs Consultant provide integral supports for our PALS students and staff. A Family School Liaison Worker (FSLW) rounds out the program to provide family support.

Two LINKS (Learning – Individual Needs, Knowledge and Skills) programs operate within our school for students with a mild to severe cognitive disability and/or physical/medical disabilities. These two special education classrooms contain twelve and ten students respectively. All 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 this program to students.

14 regular grades 1-6 homeroom classes were created in 2013-14, in response to a 45% increase in the student population from previous years. This is a direct result of the new school boundaries that were implemented by EIPS, in the 2012-13 school year. As such, Win Ferguson School now desperately needs additional space to meet the needs of its students. Two modular classrooms have been granted by Alberta Education, with hopes that they will be in operation for January of 2014.

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. In addition, Grade 1 students with reading difficulties are supported through Early Reading Intervention (ERI).

Win Ferguson School was built in 1976. The physical building has two attached portable wings (1978 and 1979) that consist of four classrooms each. At the center of the school is the library. It contains resources that include a computerized database for student searches. The library is staffed by a library assistant. Currently the library and stage are being used grade 1 classrooms. Adjoining the library is our PC computer lab that is home to thirty PC computers. These computers are connected to a server and are Internet capable. All of our classrooms are hard wired, while the entire school has access to wireless connectivity. Smart Board technology is available in all homerooms, the library and the computer lab. Document cameras and Centios Responders add to the array of technological advances at our school. Four wireless laptop labs make their way among classrooms to enhance the use of technology within curriculum delivery. Two portable iPad carts and two charging cases of iPods, round out our arsenal of technology tools.

The 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 (drama, choral, recorder, hand bells), sports (soccer, flag football, volleyball, basketball, floor hockey) and special clubs (rocket building, cross country, drama, and track). These programs go a long way to enhance the relationships among students and staff and boost school spirit and climate.

A school-wide positive behaviour plan is in place to ensure that students and families know our expectations. The process is intended to help students recognize that they can control their behaviour and make wise choices. Completing a "think-paper" when an infraction has occurred, allows for self-reflection to aide students in learning how to avoid making the same mistake again. It also provides for fairness and consistency. Our students are generally well-behaved and respectful and we wish to extend our thanks to their parents for their support.

A "Positive Behaviour" program is part of our safe and caring school initiative. This year, we are continuing to implement the STAR program; Stop, Think – Act Right. Students are expected to respond to everyday situations in a responsible and acceptable manner. Students are recognized on a regular basis for demonstrating their positive behaviours through positive referrals, STAR students of the day, Pizza with the Principals and STAR referrals. Staff has been pleased with the results from this programming.

Many volunteers contribute greatly to the success of Win Ferguson Community School. 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, committee members and class representatives on the School Council and the Parent Teacher Association (PTA).

School Council meets monthly and supports the school in an advisory capacity. The Win Ferguson PTA supports the school through fundraising efforts. The monies they raise have been used in the past to sponsor student activities (home-reading program, technology, science seminars, student prizes, hot lunch program, fine arts presentations, Leader in Me initiatives, etc.) and to purchase software, musical

instruments, extra-curricular physical education equipment and computer equipment. We could never be as successful as we are without their dedication and support.

Win Ferguson Community school was chartered in 1985 and although the formal community school designation no longer exists, the school continues to operate with a total team effort. We continue to embody the community school principles of everyone a teacher, everyone a learner and community involvement.

School Goals:

- To increase student demonstration of excellent citizenship at school, home, and in the community (as measured by Alberta Education's Accountability Pillar Surveys) by proactively providing students, staff and parents with strategies to create a living paradigm that is rooted in the principles of effectiveness and leadership.
- To increase student achievement and engagement in literacy and numeracy through the infusion of technology, as measured by Alberta Education's Provincial Achievement Tests in Grades 3 and 6 and Accountability Pillar Surveys.

Elk Island Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:

Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Leader in Me Lighthouse Training - This workshop will train staff in forming a team to effectively support the <i>Leader in Me</i> implementation in the school.	# 1
April 11	Technology in Literacy Day – This day will be used to create a scope and sequence technology plan to ensure skills are taught as prerequisites to higher grades. Discovery Education use and sharing of best practices among teachers will also be a part of the day.	#2
May 16	Technology in Literacy Day #2 – This day will be used to develop a scope and sequence of writing genres for each grade and will include a discussion of the use of story writing and graphic novel making apps to support the writing process. Sharing of best practices and new apps among teachers, will also be a part of the day.	#2

School Goal

To increase student demonstration of excellent citizenship at school, home, and in the community (as measured by Alberta Education’s Accountability Pillar Surveys) by proactively providing students, staff and parents with strategies to create a living paradigm that is rooted in the principles of effectiveness and leadership.

School Goal #1 - Strategies

School Goal #1 - Specific Year 1 Strategies

- Provide staff with copies of “The Leader in Me” to read and become familiar with the program.
- Invite parents (selected by School Council) to be trained in The 7 Habits of Highly Effective People and understand how to apply them within the school culture.
- Training of all staff to learn and begin internalizing The 7 Habits of Highly Effective People and understand how to apply these habits in the classroom.
- Create a Professional Learning Community with other schools in EIPS.
- Plan a School Based Professional Development Day in March with partner schools that will include keynote speakers and breakout sessions.
- Partner with Ardrossan Elementary School in April to complete the 7 Habits training started in January and March.
- Provide staff with access to Covey’s “The Leader in Me” website.
- Provide parents with information about “The Leader in Me” through the school website, School Council and school newsletter.
- Begin soliciting funding from various sources to supplement financial costs of the program.

School Goal #1 - Specific Year 2 Strategies

- Provide “The Leader in Me” Vision and implementation training for all staff.
- Train a Lighthouse Team to assist in effective implementation of the leadership process and to keep the school on track toward achieving great results.
- Train teachers how to model and reinforce the leadership principles in their classrooms.
- Integrate the 7 Habits and other leadership principles into the school culture and environment.
- Continue to provide staff with access to Covey’s “The Leader in Me” website.
- Purchase resources for use within classrooms and throughout school.

School Goal #1 - Specific Year 3 Strategies

- Hold a Student Empowerment Day.
- Move toward Achieving School-wide “The Leader in Me” goals.
- Achieve Lighthouse Status.

School Goal #1 - Ongoing Strategies

- Implement the STAR program throughout the school to reinforce positive behavior. Monthly draws for Pizza with the Principal will be made, as well as draws for pencils with our school anti-bullying slogan.
- Participate in the annual “Pink Shirt Day”.
- Incorporate suitable supplemental programs in classes and situations where it is needed – for example, a social language program for special needs students.
- Display monthly posters, outdoor sign messages and arrange assembly presentations to reinforce concepts being learned.
- Highlight strategies in newsletters for parents to be informed and discuss these with students.
- Implement “The Leader in Me” strategies in Health lessons.
- Recognition of students who demonstrate “The Leader in Me” habits.
- Provide opportunities for active student involvement through skits at assemblies, or in classrooms/grade groups.
- Provide student leadership activities across all grades.
- Provide the D.A.R.E. program in grade 6.
- Implement the “Roots of Empathy” program where possible.
- Provide both girl and boy social groups with the Fort Saskatchewan Family School Liaison worker for students in grades 5 and 6.
- Ensure daily character education implementation that includes: reminders of virtues, student expectations, social stories, kids helping kids and learning buddies (older with younger students).
- Implementation of the “Environmental Protection Agency” club to promote environmental awareness.
- Focus on using consistent language when speaking about the 7 Habits of Highly Effective People.

- Organize the “Spring Chick” program and discuss the importance of caring and looking after others.
- Integration of special needs students in activities whenever possible.
- Utilization of the library’s character education corner that includes books, audio-visual material and teacher resources.
- Continue to have a “Future Leaders” group that helps to make school decisions.
- Plan service orientation activities and fundraising for community groups like the Food bank, Hospital Foundation, Red Cross, and the Humane Society.
- Hold Remembrance Day/ Thanksgiving Assemblies.
- Annual Speech Competition participation.
- Present strong anti-bullying messages to students by reciting the “Stand-up to Bullying Pledge” weekly at assemblies.

Performance Indicators

School Goal #1 - Performance Indicators

- Improved student achievement, as measured by report cards and PATs.
- Enhanced student accountability for learning, as measured by Teacher Survey.
- Increased number of positive referrals for STAR behaviour.
- Decreased numbers of referrals to the office for discipline.
- Enhanced self-confidence and esteem in students, as measured by Student Survey.
- Increased parent satisfaction with the quality of education their child is receiving at school, as measured by Accountability Pillar Survey.
- Increased partnerships with community leaders who want to lend support.
- Increased percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
**Parent results based on only 7 returned surveys.			
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Win Ferguson Community School	90.1	91.5
	Province	83.4	82.0
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.	Win Ferguson Community School	92.4	92.3
	Province	89.0	88.1

School Education Results Report (2012/2013) (completed October, 2013)

Win Ferguson Community School has worked hard at achieving our goals and increasing student demonstration of excellent citizenship at school, home, and in the community. This has been accomplished by proactively providing students, staff and parents with strategies to create a living paradigm that is rooted in the principles of effectiveness and leadership. We believe, that through the efforts of implementing the Leader in Me project and other character education strategies and principles, our students will demonstrate the following traits now, and as they become adults in our community:

- 1) They will be engaged thinkers.
 - Students will learn to think creatively and critically by thinking win-win.
 - By beginning with the end in mind, students will enhance their skills of inquiry and research.
 - Students will learn to synergize, in order to be able to effectively collaborate and create new knowledge.
- 2) They will be ethical citizens
 - Students will build relationships by seeking first to understand and then to be understood.
 - By being proactive, students will demonstrate respect, empathy and compassion for people.
 - Students will be responsible adults who do the right thing even when nobody is watching.
- 3) They will have an entrepreneurial spirit.
 - By beginning with the end in mind, students will learn to set goals and work hard to achieve them.
 - Through visualization, students will learn to see themselves achieve their goals and strive for excellence in attaining them.

The Student Leadership Program is teaching 7 real-life habits that support the six core values of Alberta Education's Inspiring Education document.

- A) **Opportunity** will be taught through Habit 2 – The Habit of Vision
- B) **Fairness** will be taught through Habit 3 – The Habit of Integrity
- C) **Citizenship** will be taught through Habit 4 – The Habit of Mutual Benefit
- D) **Choice** will be taught through Habit 1 – The Habit of Choice
- E) **Diversity** will be taught through Habit 5 – The Habit of Mutual Understanding
- F) **Excellence** will be taught through Habits 3 and 7 – The Habits of Execution and Self-Renewal
- G) The Habit of Creative Cooperation will cover all 6 core values.

Our work, as a school community, is also aligned with Inspiring Education's Guiding Principles.

- 1) Our project is learner-centered.
 - The real source of lasting effectiveness within individuals is strong character. Our efforts will not only build student skills, but will also develop student character that addresses their personal, school, and later on, professional lives.
- 2) Our project demonstrates shared responsibility and accountability.
 - All stakeholders have a share in the learning and teaching of others throughout this leadership project.
 - Staff have been trained in delivering the leadership habits to students.
 - Some parents have been involved in the training, as well, while others are being informed through agendas, School Council and PTA meetings, websites, brochures, and their children.
 - Children are learning with each other and are teaching their parents and families the leadership habits.
- 3) Our project engages the community.
 - Engaging communities is a paradigm shift. As individuals, we are conditioned by our upbringing, environment and experiences.
 - By developing tomorrow's leaders today, we will not simply change behaviors, but will create a paradigm shift, as all members of our community become engaged in the work students are doing and the progress they are making.
- 4) Our project is inclusive and provides equitable access for all.
 - Our school is very diverse in its make-up. Building leaders is not for a select few at our school. Our leadership program strives to find a leader in each and every child. All students

are a part of this initiative, whether they are 2.5 years old in our early intervention program, a kindergarten student in their first year of school, a severe special needs student in one of our classrooms, or the highest academic achiever in the school.

- 5) Our project is responsive and flexible.
 - Effectiveness is getting superb results, today, in a way that allows us to get those results over and over again. All learners need to move through the maturity continuum; from dependence, to independence, to interdependence. Our initiative will develop self-mastery and self-discipline within our students. These are covered in leadership habits 1, 2 and 3. Furthermore, all students will develop deep, lasting and highly effective relationships with other people. These will be learned in leadership habits 4, 5 and 6.
- 6) Our project is sustainable and demonstrates efficient use of resources.
 - All students have shared access to the resources that we have available, as we develop leaders through this initiative.
 - It is imperative that the resources that we choose are effective in producing results on a continuing basis.
- 7) Our project demonstrates innovation to promote excellence.
 - Abraham Lincoln once said, "People will pass away, but principles never will; they will endure." The principles that we are developing in our student leaders are universal, timeless and objective. They will be at work whether individuals value them or not. They strive to teach effectiveness and excellence in all we do as humans. This is true innovation.

School Goal #2

To increase student achievement and engagement in literacy and numeracy through the infusion of technology, as measured by Alberta Education's Provincial Achievement Tests in Grades 3 and 6 and Accountability Pillar Surveys.

School Goal #2 - Strategies

School Goal #2 - Specific Year 1 Strategies – Developing Staff Proficiency with Technology

- Research best practices for using and differentiating technology in the classroom.
- Provide all staff with Professional Development opportunities in using technology.
- Provide for co-teaching of technology lessons and mentorship opportunities.
- Research successful apps/programs for purchase and use in the classroom.
- Create a scope and sequence technology plan to ensure skills are taught as prerequisites to higher grades.
- Create a list of specific technology activities for individual KLEs and KLOs.
- Create a school technology project team to support colleagues.
- Develop an efficient technology tracking system for IPPs, anecdotal notes, and special education applications.
- Utilize Monday morning PLC time for staff to collaborate and share "Tech Tips" while students are in Assembly.
- Add a "Tech Talk" section at Staff Meetings for sharing among staff.
- Provide work embedded collaboration time, where possible.
- Develop a framework that allows the greatest use of technology resources and provides equity for all students.
- Seek ways to provide ongoing support and guidance for the use and care of iPads, iPods and laptops.
- Ensure structured sharing of resources.

School Goal #2 - Performance Indicators for Year 1

- Staff survey of comfort level with technology.
- Grade level KLEs and KLOs are met.
- Student work demonstrates that standards are being taught and used in each grade.
- Number of staff using technology in daily lesson planning will increase.

School Goal #2 - Specific Year 2 Strategies – Infusing Technology into Literacy

- Research best practices for infusing technology into literacy.
- Adopt a common reading and writing assessment to be used across the grades within the school.
- Develop a scope and sequence of writing genres for each grade and use story writing/comic making apps to support the writing process.
- Adopt an effective tracking system for reading levels and writing skills.
- Provide online, leveled reading material (e.g. www.raz-kids.com) for all students in the school.
- Provide access to Daily 5 online website for staff.
- Provide small group interventions for struggling students (e.g. ERI/ELA/EA support) where possible.
- Acquire more technology for use in classrooms to enhance student learning and engagement, as budget allows.
- Teachers will mark student writing using common rubrics and exemplars.
- Use technology as a means of communication for special needs students.
- Provide work embedded collaboration time, where possible.
- Engage parents and increase parental accountability by inviting parents to literacy sessions at the school.
- Provide professional development opportunities for infusing technology into literacy.
- Request EIPS Tech Services to enable use of programs like Google Chrome within the School Division.
- Teachers will assess literacy apps/programs and their effectiveness within the classroom.
- Create collections of grade appropriate apps/programs to address specific language KLEs/ KLOs and differentiated instruction.
- Ensure structured sharing of literacy resources.

School Goal #2 - Performance Indicators for Year 2

- Improved student achievement in reading and writing as measured by report cards and PATs.
- Improved student growth in reading and comprehension levels across the grades, as tracked each year.
- Increased number of literacy projects that infuse technology in the classroom.
- Increased student engagement, as measured by student, parent and teacher surveys.
- Increased parent satisfaction with the quality of education their child is receiving at school, as measured by Accountability Pillar Survey.
- Increased number of literacy projects that infuse technology in the classroom.

School Goal #2 - Specific Year 3 Strategies – Infusing Technology into Numeracy

- Research best practices for infusing technology into numeracy.
- Small group intervention for struggling students.

- Acquire more technology for use in classrooms to enhance student learning and engagement, as budget allows.
- Provide work embedded collaboration time, where possible.
- Engage parents and increase parental accountability by inviting parents to numeracy sessions at the school.
- Provide professional development opportunities for infusing technology into numeracy.
- Teachers will assess numeracy apps/programs and their effectiveness within the classroom.
- Create collections of grade appropriate apps to address specific math KLEs/KLOs and differentiated instruction.
- Create a page on the Win Ferguson Website that provides online videos for teaching numeracy.
- Ensure structured sharing of numeracy resources.

School Goal #2 - Performance Indicators for Year 3

- Improved student achievement in numeracy, as measured by report cards and PATs.
- Improved student growth in numeracy proficiency across the grades, as tracked each year.
- Increased number of math projects that infuse technology in the classroom.
- Increased student engagement, as measured by student, parent and teacher surveys.
- Increased parent satisfaction with the quality of education their child is receiving at school, as measured by Accountability Pillar Survey.
- Increased parent satisfaction with understanding the “new” math curriculum.

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
**Parent results based on only 7 returned surveys.			
Survey Results			
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Win Ferguson Community School	87.9	81.5
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Win Ferguson Community School	96.8	94.5
	Province	89.8	89.3

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Win Ferguson Community School	87.2	85.5
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Win Ferguson Community School	27.8	27.4
	Province	18.9	19.9

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results. Students who are excused or absent are calculated as 0%.

Provincial Achievement Tests Detailed Results – Based on Students Writing		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Win Ferguson Community School	93.6	6.4	96.7	12.0
	Province	89.2	19.4	89.6	20.9
Mathematics 3	Win Ferguson Community School	80.9	27.7	93.9	25.1
	Province	82.8	27.6	84.8	28.4
English Language Arts 6	Win Ferguson Community School	100.0	30.6	97.4	27.1
	Province	90.9	18.0	91.4	20.3
Mathematics 6	Win Ferguson Community School	94.4	44.4	93.3	24.2
	Province	79.8	18.0	82.1	18.8
Science 6	Win Ferguson Community School	100.0	63.9	97.2	55.9
	Province	85.4	29.0	85.1	29.9
Social Studies 6	Win Ferguson Community School	97.2	55.6	97.2	38.2
	Province	80.7	21.6	79.6	20.7

Provincial Achievement Tests Detailed Results – Based on Students Enrolled		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Win Ferguson Community School	83.0	5.7	89.5	11.1
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Win Ferguson Community School	71.7	24.5	85.1	25.4
	Province	75.7	25.2	77.1	25.8
English Language Arts 6	Win Ferguson Community School	90.0	27.5	84.6	23.6
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Win Ferguson Community School	85.0	40.0	82.4	21.6
	Province	73.0	16.4	74.2	17.2
Science 6	Win Ferguson Community School	90.0	57.5	83.6	47.6
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Win Ferguson Community School	87.5	50.0	84.5	33.4
	Province	72.7	19.0	71.8	18.1

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results. Students who are excused or absent are calculated as 0%.

School Education Results Report 2012/2013 (completed October, 2013)

Our Win Ferguson Community works hard at being leaders in innovation and cutting-edge experiences that are student-centered and engaging. Teachers often are more like coaches or mentors, as students gather an exposure to different experiences, perspectives and projects. Today’s learners have a myriad of technologies, tools and applications available to them. The technology changes quicker than teachers are able to be trained and provided with professional development. Often, the teacher-coach learns with the students, as they experiment with various applications such as Google docs, blogs, wikis, Edmodo and prezis.

Technology needs to be available for the classroom. Win Ferguson has worked hard in ensuring that we have the equipment in our classrooms. In addition to a computer lab with 30 networked workstations, Win Ferguson has laptops for all teachers. We also have 45 iPods with charging cases; 110 student laptops on four carts and with specific special needs students; and 80 iPads on two carts and student centers within the school. Recently, 77 Chromebooks and carts were purchased. Smart boards and document cameras are an everyday piece of equipment and a regular tool in the teacher’s tool belt. Apple technologies have been loaded with multiple applications and several web-based subscriptions to literacy and numeracy sites like Raz-Kids, Reading A-Z, and More Starfall are regularly accessed by students and teachers. Assistive technologies are being used by those students who require them for their daily successes.

Teachers and staff need the opportunity to become familiar with, if not proficient with, technology. This takes time. Unfortunately, Elk Island Public Schools does not have enough dedicated, work-embedded days of professional development for staff to accomplish all that they would like to. Staff have put in many hours of their own time attending workshops and researching best practices for using technology. Work has been done on creating collections of grade appropriate apps to address specific key learner outcomes. Our students are certainly the beneficiaries in this work, as they develop competencies and proficiencies that will prepare them for higher grades and eventually, the workplace.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary **Parent results based on only 7 returned surveys.		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Win Ferguson Community School	76.1	80.3
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child’s education.	Win Ferguson Community School	70.4	80.3
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Win Ferguson Community School	83.8	81.6
	Province	80.6	80.0

School Council Involvement and Communication of Plan

The School Education Plan (SEP) was discussed at the October and November School Council meetings. During this time, parents were given the opportunity to review the goals of the previous SEP to offer their suggestions and comments.

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. Parents indicated a strong trust in the staff of the school in providing goals and strategies that would best meet the needs of their children. There were no additional or alternative goals or strategies recommended to the staff from our parent community.

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 has been most supportive of the school's programs and initiatives over the past many years and for this, staff is most grateful.

Additional Information

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

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.