

School Education Plan and Results Report
Ardrossan Elementary
2018-22
Year 1



ARDROSSAN
ELEMENTARY

Our Mission:

The Ardrossan community believes that all students can succeed in our respectful, safe and caring learning environment.










La communauté de l'école élémentaire Ardrossan croit que chaque élève peut réussir dans notre environnement d'apprentissage entouré de respect, de sécurité et de soins.

Our Motto:

Success for All ~ Le succès à la portée de tous

Our Philosophy:

We believe that Ardrossan Elementary provides an exemplary learning environment that fosters success through:

-  a warm, welcoming, safe, caring and respectful school community based on effective communication;
-  meaningful learning experiences for all that promote a love of life-long learning;
-  high expectations for academics, behavior and citizenship through a focus on Leader in Me;
-  diversified programs which allow students to achieve to their full potential;
-  the recognition of individual differences, interests and abilities;
-  language and cultural learning opportunities in French Immersion and French as a Second Language;
-  a respectful and collaborative active partnership between students, staff, parents and our community;
-  meaningful learning experiences about First Nations, Métis and Inuit foundational knowledge;
-  promising, research-informed practices in teaching, assessment and instruction.



SECTION ONE: School and Division Goals

School Goals

GOAL 1: AEL promotes success for all students by nurturing the whole child.

(EIPS Priority 1, Goal 1 & 2)

GOAL 2: AEL promotes a culture of excellence through leadership and collaboration.

(EIPS Priority 2, Goal 1, 3 & 4)

GOAL 3: AEL promotes effective stakeholder engagement, partnerships and communication.

(EIPS Priority 3, Goal 1 & 2)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Judy Whetstone

Assistant Principal: Helene Hewitt

Counselor: Kelley Mitchell

AEL Quick Facts:

- AEL is a dual-track school offering both English and French Immersion programming serving a population of 560 students and 23 PALS (Play and Learn at School) students in a growing community.
- AEL offers PALS, a system special education program, as well as the START (Supporting Transition And Readiness Team) program to benefit early learning with toddlers and preschoolers.
- We have recently opened a new building as of August 2018.
- AEL is located on the same campus as Ardrossan Junior Senior High School sharing the same parking and bus access.
- The majority of students are bussed to school, and reside on acreages, farms and communities in the surrounding area.
- 31 certificated and 16 classified staff provide student programming.
- Total school budget: \$3,737,973 of which 97% is dedicated to staffing.

AEL Highlights:

- Student achievement is high as demonstrated in our excellent results on Provincial Achievement Tests (PATs) and in our literacy and numeracy benchmarking data.
- We follow the Leader in Me program which:
 - Teaches everyone the 7 Habits of Happy Kids and provides students with leadership opportunities (Library Club, News Crew, Tech Crew, Gardening Club, Drama Club, Games Club, Cute Things Club, Play Core Div 2, Running Club, Apple Leaders)
 - Provides a common language, values, and approach
- We build parent partnerships through:
 - Parent Council
 - Ardrossan Elementary Parent Support Association (AEPSA)
 - Canadian Parents for French (CPF)
 - Lunchbox Hot Lunch
 - Parent volunteers
- We build community partnerships through:
 - Support services for students such as Family School Liaison (Solutions Navigator)
 - School RCMP resource officer
 - Charitable events for the Strathcona Food Bank, Strathcona County Waste Diversion Program, I Love First Peoples, Terry Fox Foundation, Heart & Stroke Foundation, etc.
 - Keyboard for Kids from Alberta Music Education Foundation
- We have strong positive school culture through:
 - Spirit Days, assemblies, Christmas concerts, and cultural performances
 - Whole-school events such as Carnaval, Les Rendez-Vous de la Francophonie, l'épluchette de blé d'Inde (corn husking), carol singing, Family BBQ, Family Math Night, etc.
- We have strong staff leaders including our:
 - Literacy Intervention Team – Literacy Leads and two EAs
 - Numeracy Lead
 - First Nations, Métis and Inuit Leads
 - Teacher Technology Advisory Committee and Lead Tech Teacher
 - Leader In Me Lighthouse Team
 - Healthy Initiatives Lead
 - Student Support Team – counsellor, consultant, admin, and specialized professionals

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

- We built a new school and successfully moved 600 people and their things into it!
- We have strong professional collaborative teams with job-embedded collaborative time to:
 - Discuss teaching practice,
 - Track and analyze data,
 - Determine interventions and,
 - Develop common assessments and instructional tools.
- Our PAT results have been improving consistently over the past few years with a 100% completion rate in all subjects as well as results that are typically higher than those of the Province.
- Completed an Artist in Residence project with Indigenous artist Adrian LaChance which involved every student.
- Students showcased talents through:
 - Display of student art work at Central Office
 - Four successful Christmas concerts
 - Gr. 6 Math Fair, Gr. 4 Science Fair
 - Speech Competition
 - Student-led assemblies

Challenges:

- New Building Challenges:
 - Leadership focus was frequently pulled to the new building and preparing for the move, leaving the day-to-day challenges of the existing school with less air time.
 - Living in an aging building while repairing only what was necessary for safety and while being squished into too small of a footprint to fit the volume of people.
 - Staff living out of boxes or packing for the majority of the year due to changing moving dates.
- Finding ways to say goodbye to the old school that honour its history and community significance.
- Higher than expected levels of absenteeism due to the stress of the move, medical conditions and pregnancies
- Finding qualified French Immersion teachers with both language skills and promising practices in French Immersion pedagogy and ensuring that they have support.

How, and to what degree, did those challenges impact planning for 2018-19?

- In order to better support our French Immersion team, we added job-embedded collaboration time for our French Professional Learning Community (Communauté d'Apprentissage Professionnelle – CAP) every 2nd week.
- Considerable attention paid to how to utilize our new space (new routines, new emergency procedures, new door locks, new playground, new furniture, new layout and grade configurations, new kinds of spaces such as Gathering Area, Hot Lunch Kitchen, and Project Room).
- We developed plans on how to say farewell to old building through creating a memory book to commemorate the old building with a parent who has experience as archivist as well as establishing a student farewell committee.
- We increased our budget allotment for sub days for absent staff and placed staff in positions that support their medical needs and leverage their skill sets.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: AEL promotes success for all students by nurturing the whole child.

Division Outcome: Success for every student.

Strategies:

- **Develop intellectual growth through:**
 - **Literacy Interventions** – Levelled Literacy Intervention (LLI) pullout sessions through Literacy Lead teacher for at-risk students while teachers support urgent students in their classrooms, Precision Reading between students in Div. 2 and students in Div. 1, Wee Read program, small group interventions in French, use of the Elk Island Public Schools (EIPS) Writing Continuum in both languages.
 - **Numeracy Interventions** – Use of Math Benchmarking kit for all students flagged on the Math Intervention Programming Instrument (MIPI), tracking of math data through common grade-level assessments, Numeracy Lead teacher attending Professional Learning Community (PLCs) to provide support, use of Mathology Kits in French and English in k-2 (and more as they become available), use of classroom manipulative sets, PD through Box Cars and One Eyed Jacks.
 - **Focus on concept-based curriculum** – engage in pilot project to develop cross-curricular units of study with the support of division consultants that support new k-4 curriculum.
 - **Support Science, Technology, Engineering, Arts and Math (STEAM)** – use of Makerspace kits, LEGO Club, News Crew, Production Studio and the Project Room to encourage creation and design both in and out of class, extra music instruction (4 periods a week), integration of dramatic arts, improvisational movement, instruments and poetry in music as well as in other subject areas, extra-curricular opportunities in the arts such as piano instruction, Drama Club, Art Club, Cute Things Club (textile arts), Instrument Club.
- **Develop physical growth through:**
 - Healthy Initiatives – Lead teacher promoting balanced lifestyle of fitness, nutrition, rest, self-fulfillment with student group, Apple leaders, who model student responsibility in making healthy choices.
 - Physical Education – intramurals, sports activities after school (basketball, handball, track team), Jump Rope for Heart, Carnaval, Sports Days, Playground Pals leading games at recess
 - Cooking projects that promote healthy eating and cooking with support from Hot Lunch program and a Lead teacher.
- **Develop social/emotional growth through:**
 - Counselling support – small group counselling for anxiety, self-regulation, social skills, friendship skills, life transitions, conflict resolution.
 - Teaching of Leader in Me Habits including goal setting and career paths.
 - Bully prevention programming and instruction on digital citizenship and safe internet use (including social media and online bullying).
 - Ensuring all at-risk students develop at least one meaningful relationship with an adult at school.
 - Recognition for good choices at school via Bison Bravo for students, staff and community members.

Performance Measures:**Intellectual growth demonstrated through:**

- STAR reading assessment, Fountas & Pinnell, GB+ assessment and Math Intervention Programming Instrument (MIPI) results will demonstrate one year's growth
- Decrease in the amount of students labelled as urgent and at-risk in math and reading
- Individual Support Plan (ISP) summaries indicate growth and success in target areas.
- 2% increase in PAT standard of excellence in French Language Arts (FLA)
- Maintain high levels of achievement on PATs, including 100% writing
- Teachers will complete pilot projects of new curriculum with support from consultants
- Performances and thriving extra-curricular S.T.E.A.M. related student groups
- Teachers make regular use of resources for design projects (technology, spaces, materials, etc.)
- Parent and Accountability Pillar results for Education Quality will increase to > 90% in the top 2

Physical growth demonstrated through:

- Students can identify healthy choices and see the value in making a healthy choice.
- Teachers incorporating cooking into instruction as a means of teaching healthy eating habits.
- Hot Lunch data will show an increase in healthy food items purchased.
- Increased positive attitudes related to fitness and active lifestyles as measured through increased engagement in physical activities at school.

Social/emotional growth demonstrated through:

- Decrease in repeated student disciplinary problems as measured through Student Code entries and counsellor notes.
- Increase in the use of Bison Bravos by the staff and increased enthusiasm from students to get one.
- Students use Leader in Me language and apply the 7 Habits in their daily interactions.
- Students will treat each other with respect and kindness in person and online (decrease in reporting cyberbullying).
- Connection is evident between staff mentors and at-risk students.

School Goal 2: AEL promotes a culture of excellence through leadership and collaboration.

Division Outcome: Culture of excellence and accountability

Strategies:

- Enhance our Leader in Me program through the integration of First Nations, Métis and Inuit foundational knowledge (7 Sacred Teachings)
- Enhance opportunities for students to take on leadership opportunities including running student groups, organizing and promoting charitable works, and modeling citizenship and activism.
- Increased focus on First Nations, Métis and Inuit integration into daily curriculum:
 - Lead teacher organizing learning opportunities for students in conjunction with Elder Wilson Bearhead
 - Continued application for First Nations, Métis and Inuit project grant money
 - Little Bisons student group – learning about protocols, stories and traditions
 - Purchase of materials for library, classroom instruction and student use
 - Development of a healing garden
- Empower staff to lead in areas of expertise and develop strong collaborative teams
 - PLCs in French & English for all staff

- Early Learning Collaborative team sharing practice (PALS/kindergarten (ECS)/Gr. 1)
- In-school PD days designed and facilitated by staff for staff based on student needs
- Collaborative data tracking for all students in literacy, numeracy, & social/emotional development
- Sharing of research and promising practices in PLCs and staff meetings

Performance Measures:

- Students and staff will model the 7 Habits and use Leader in Me language in their daily lives.
- The Leader In Me program will be readily visible to all when walking through the building (7 Habits Tree in each room, etc.)
- Students and staff will demonstrate knowledge about the 7 Sacred Teachings and integrate those values into daily school life.
- Students will be involved in leadership opportunities throughout the year at all grade levels and promote works of charity for our community throughout the year.
- Staff will increase leadership skills, express higher levels of satisfaction of their role in decision-making at the school and develop strong trusting relationships with each other in order to provide best supports for all students as measured by the EIPS Staff Engagement Survey.
- Parent satisfaction with Quality of Education measures on the EIPS Parent Engagement Survey and Accountability Survey results will increase by 2%
- Students will be able to identify what they are learning and why through the use of Leader In Me data notebooks and differentiated assessment tasks.

School Goal 3: AEL promotes effective stakeholder engagement, partnerships and communication

Division Outcome: Parents as partners & Supports/services for students and families

Strategies:

- Use a variety of communication tools to connect with parents/guardians such as: website, Monthly Update, video announcements, Twitter and other social media, phone calls, parent advisory groups, teacher communications in agendas, eTeacher pages, See Saw, and feedback through EIPS and Alberta Education surveys.
- Check in with parents via advisory groups to determine if levels of communication are working and to ask for suggestions on improving communication so that it is effective.
- Involve more parents/guardians to support learning and events in the school including: assemblies, special events, volunteerism (Hot Lunch, Wee Read, student clubs), grant writing committees (garden project, playground project).
- Provide information on community supports available to families in our area through guest speakers, parent information evenings, articles posted in the Monthly Update, conversations with counsellor during student support meetings, etc.
- Continue to leverage partnerships with outside agencies (Family and Community Services, RCMP) as well as other community members (Ardrossan Junior Senior High School, Ardrossan Cheer Team, local businesses and leisure opportunities, Strathcona County Library, etc.)
- Support large whole community events such as the Family BBQ, Carnaval, Family Math Night, Galaxyland fundraiser.

Performance Measures:

- 2% increase in parent satisfaction in Parental Involvement in both the Accountability Pillar survey and the EIPS Parent Engagement survey
- 2% increase in satisfaction on Citizenship in the Accountability Pillar and EIPS Parent Engagement survey

- Increase the number of parents completing the Accountability Pillar survey and the EIPS parent engagement survey (increase both by 3%)
- Parent advisory council will provide us with positive feedback on feeling involved in the school and we will maintain or increase our regular membership numbers to be ≥ 10 people
- Increased parent/guardian attendance at school events.

SECTION FIVE: Summary of Performance Measures

Our Grade 6 teaching team worked together very closely to make decisions that would have the best outcomes for our students. They wanted to ensure that every one of our students, including those with ISPs, wrote the PATs. As a result, we had a 100% participation rate in all of our PAT exams in both languages in 2017 and in 2018.

Teachers supported struggling students with ISPs, readers, scribes and extra time for all summative assessments throughout the school year. This ensured that they were prepared for these supports at PAT time. Teachers also differentiated assessment tools throughout the year and gave students a choice to respond using a Chromebook or by hand. Students selected their preferred tools for the PATs as well. In 2018, we had 7 students use scribes and 10 students used readers as per their ISPs.

After spending time analyzing our PAT data from previous years, our teachers implemented several strategies to improve our PAT results which included direct instruction and practice on key vocabulary terms in each subject throughout the year, several cross-curricular projects, Independent Response Projects in Language Arts, and regular review of data to inform instruction (STAR, MIPI, individual assessments).

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	AEL	87.6	18.0	88.2	10.3	91.4	23.5	100.0	29.6	100.0	35.4	100.0	36.0
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	AEL	92.3	7.7	95.0	5.0	91.3	4.3	93.8	0.00	88.9	0.0	90.0	4.0
	EIPS	84.8	12.4	93.0	15.0	83.3	7.8	90.1	13.9	90.5	10.8		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	12.5	85.2	12.3		
Mathematics 6	AEL	77.5	11.2	75.0	10.3	82.7	9.9	89.1	25.5	93.8	29.2	94.0	30.0
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0		
Science 6	AEL	80.9	19.1	79.4	8.8	88.9	33.3	100.0	56.4	93.8	72.3	94.0	73.0
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.7	29.5	78.8	30.5		
Social Studies 6	AEL	71.9	10.1	60.3	7.4	79.0	12.3	94.5	50.9	90.8	47.7	91.0	48.0
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2		
FI Mathematics 6	AEL	84.6	15.4	85	5	95.7	8.7	81.3	25.0	77.8	16.7	80.0	18.0
	EIPS	83.8	19.0	84.8	12.1	80.2	14.3	80.2	12.9	86.5	18.9		
	Province	73.5	15.4	82.4	17.9	82.0	16.8	80.8	16.2	85.3	19.4		
FI Science 6	AEL	84.6	26.9	95	5	78.3	26.1	87.5	43.8	77.8	27.8	80.0	28.0
	EIPS	87.2	35.4	86.9	16.2	76.9	18.7	82.2	22.8	83.8	16.2		
	Province	75.9	24.9	80.3	18.4	83.8	19.1	81.5	21.9	83.7	22.7		
FI Social Studies 6	AEL	73.1	11.5	80	0	78.3	4.3	68.6	18.8	66.7	5.6	70.0	7.0
	EIPS	80.1	22.6	76.8	4	72.5	6.6	75.2	9.9	79.7	13.5		
	Province	70.4	16.6	72.1	9.9	75.1	13.7	76.2	12.8	77.8	16.9		

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.4	84.8	91.0	92.4	90.4	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	97.0	98.5	98.3	98.2	97.8	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	92.9	84.7	90.3	89.6	88.8	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	78.4	71.1	84.5	89.2	85.6	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.1	76.4	83.6	88.1	83.5	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	94.0	96.9	100.0	100.0	94.8	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	81.8	68.2	63.2	79.6	65.9	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	76.6	64.1	87.5	84.6	90.0	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.5	82.4	83.1	81.0	78.9	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	80.0	100.0	95.7	100.0	92.6	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	69.0	64.7	70.6	61.9	65.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.4	94.0	94.6	92.1	89.7	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	95.0	98.7	100.0	98.6	96.9	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	83.2	89.2	86.8	81.1	75.0	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	96.1	94.0	96.9	96.7	97.3	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.1	86.5	87.1	84.3	85.2	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	86.2	95.1	89.5	91.3	89.2	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	86.0	77.8	84.8	77.2	81.3	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.7	79.9	86.8	85.7	86.4	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	72.2	75.0	70.8	95.7	85.2	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	79.4	70.6	94.1	70.0	83.3	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	84.4	94.0	95.3	91.5	90.7	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	AEL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.7	73.8	78.7	76.3	78.6	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	90.9	87.5	95.8	88.3	89.6	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	52.4	60.0	61.6	64.3	67.7	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

When establishing our School Education Plan (SEP), parental input regarding AEL school goals was solicited at the October 2018 School Council meeting. We asked parents for feedback on the following three questions:

1. What does success for all students mean to you and your family?
2. What does a culture of excellence and accountability look like for students, staff and parents?
3. As a parent/guardian, how would you like to be involved in supporting success for all students?

We established a Staff SEP Committee who analyzed our school data including the Accountability Pillar Survey, the PAT results, our STAR/MIPI results, and the EIPS Parent and Staff Engagement Surveys to look for trends.

We developed our goals to reflect feedback from both parents and staff. It was communicated to students, staff and parents that the SEP is a living document that serves to meet the needs of students and the community.

The SEP is posted on the AEL website as well as shared during our School Council meetings. Copies can be e-mailed or sent to parents at their request. A message indicating the availability of the SEP will be noted within the school newsletter and individual school goals and strategies will be profiled in the newsletter.

Parents are invited to make suggestions regarding school policies, practices and directions at regularly scheduled Parent Council meetings, through our website contact forms, student/parent/teacher conferences and school events in addition to formal and informal meetings with staff.