School Education Plan and Results Report

2015-2018 – Year Three

Lakeland Ridge School

Elk Island Public Schools

Elk Island Public Schools

SECTION ONE – School, Division and Provincial Goals

SCHOOL GOALS

Goal 1 Improve student achievement in literacy. (Priority 1, Goals 1, 2)

Goal 2 Improve student achievement in numeracy. (Priority 1, Goals 1, 2)

Goal 3 Promote and strengthen positive school culture and enhance relationships within the school. (Priority 2, Goals 1, 2, 3, 4)

ELK ISLAND THREE-YEAR EDUCATION PLAN/PRIORITIES

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.

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.

SECTION TWO – School Profile and Foundation Statements

School Profile and Foundation Statements

School:	Lakeland Ridge	www.lakelandridge.ca
Principal:	Ryan Marshall	
Assistant Principals:	Melissa Kerr & Aaron Tuckwood	
Counselor:	Kenda Cruikshank	

Foundation Statement: "We are a community of passionate leaders and empowered learners who respect diversity, embrace innovation, and inspire excellence."

Lakeland Ridge School is in Wolf Country. Wolves gather together, creating a unified and proud pack. They mentor and nurture the youngest of their pups, paying heed to the needs of even the most diverse of their pack. They are instinctively aware of the need for cooperation, collaboration, innovation, and inspired leadership. They are a strong family and community because the combined efforts of each pack member allow the pack to become stronger.

Lakeland Ridge prides itself in the culture of community that has been created by students, staff, and parents over the past 13 years. Students learn in a safe and stimulating school environment where individual differences are celebrated, uniqueness valued, and a sense of belonging created. Each student is integral to the school's fabric. As a K- grade 9 School, Lakeland offers older students numerous and varied opportunities to nurture, mentor, and lead younger students. Parents, as partners, are vital contributors to Lakeland's success and reputation for excellence.

Lakeland Ridge is recognized for its quality of programming, student achievement, high standards for conduct, and for fostering citizenship. Character education, citizenship, and student leadership are integral to the Lakeland experience. A progressive and dedicated staff maintains high academic and behavioural expectations for students with an emphasis on innovative learning. Students are empowered to make positive choices, practice self-discipline, and are afforded numerous opportunities to demonstrate positive leadership through involvement in curricular and extra-curricular activities.

Quick Facts:

Enrolment
As of September 2017, there were 741 students enrolled at Lakeland Ridge School. Of these, 509 are in elementary (including kindergarten) and 232 in junior high. Lakeland Ridge has three homerooms at each grade level.

Total Budget
The operating budget for the 2017-2018 school year is $4,656,717.
96% of the budget is allocated to staffing.

Facility
Lakeland Ridge was completed in 2004 and is located in the northeast section of Sherwood Park. This modern, attractive facility has technology equipped classrooms, wireless connectivity, portable tablet/chromebook carts, fully outfitted band, music and art rooms, construction and foods/fashion labs, two gymnasiums, three playgrounds, fitness room, learning commons and a comprehensive library. Lakeland provides an engaging environment that creates exceptional educational experiences.

Staff
There are 38 certificated (teaching) staff members at Lakeland Ridge School including the principal, two assistant principals, and a counselor as well as 15 classified staff members, including two secretaries, a business manager, a library technical assistant, and 11 educational assistants.

Character Education
The school-wide character education program focuses on the Leader in Me, founded in Stephen Covey's "The 7 Habits of Highly Effective People". Students are taught and encouraged to use the habits in all aspects of their lives. The program is designed to develop character and leadership by emphasizing leadership, accountability, responsibility, problem solving, communication, creativity, teamwork, initiative, self-direction, and cross-cultural skills. The 7 Habits are:
Habit 1: Be Proactive
Habit 2: Begin With the End in Mind
Habit 3: Put First Things First
Habit 4: Think Win-Win
Habit 5: Seek First to Understand, Then to Be Understood
Habit 6: Synergize
Habit 7: Sharpen the Saw

We extend the learning of the 7 Habits to include Covey's Habit 8 which teaches students about finding their voice. More specifically it includes:
Habit 8: Find your voice and inspire others to find theirs. Voice is Covey's code for "unique personal significance." Those who inspire others to find their voice are the leaders needed now and for the future, according to Covey.

School Council
At Lakeland Ridge, strong parental involvement helps maintain a family and community influence within the school. Parents volunteer throughout the school and work as part of a team focused on the education of their children. The Lakeland Ridge School Council meets monthly to support the teaching

and learning in the school. The Parents Action Society (PAS) is the fundraising branch of the parent community and provides financial support for school initiatives.

Programming highlights:
Lakeland Ridge provides K-grade 9 programming that focuses on academic excellence, the arts, technology, fitness and recreation, and community involvement. A full complement of elementary and junior high core courses is supplemented by a broad range of options including app savvy, art, band, design studies, drama, construction, fashion, fast & convenient foods, foods, French, leadership, learning strategies, outdoor education, performing arts, recreational fitness, snacks & appies, and sports acceleration.

SECTION THREE – School Education Results Report (2016-2017)

What were the greatest successes/challenges faced in 2016-2017?
Successes

1. Initiated a school focus on literacy
    a. Purchased Levelled Literacy Intervention (LLI) Kits
    b. Developed reading and writing profiles for students
    c. Utilized EIPS consultants, Janice Sundar and Heather Balog, for professional development for staff
    d. Created literacy displays around the school/classrooms
    e. Created a tracking board for students who are struggling with reading/language arts
    f. Challenged all staff to set a personal book reading goal
    g. Saw an increase in Language Arts (LA) Provincial Achievement Test (PAT) marks
        i. Grade 6: + 0.7% of students reaching acceptable
        ii. Grade 6: + 5.7% of students reaching excellence
        iii. Grade 9: +5.5% of students reaching acceptable
        iv. Grade 9: +8.7% of students reaching excellence
    h. Saw an increase in Social PAT marks
        i. Grade 6: + 10.5% of students reaching acceptable
        ii. Grade 6: + 29.4% of students reaching excellence
        iii. Grade 9: +9.6% of students reaching acceptable
        iv. Grade 9: +9.7% of students reaching excellence
2. Initiated a school focus on numeracy
    a. Created a numeracy professional learning community (PLC)
    b. Focused on creating common vocabulary from K-grade 9
    c. Applied for and received a grant of $5000 to purchase manipulatives to use in classrooms
3. Technology update:
    a. Created a technology PLC
    b. Created a scope and sequence for teachers to utilize (K-grade 9) in implementing technology
    c. Created a plan for evergreening projectors in the school; replaced 7 projectors
    d. Developed a career and technology foundation (CTF) model for grade 5 and 6 students for implementation in the 2017-2018 school year
4. Community Fundraising Project: Over the year we raised money through Cash for Care drives that went towards the Foodbank and We to Me

5. Buddy Bench Installed: A buddy bench was installed in memory of Kellie Smith. Grade 3 students were trained to monitor and facilitate social skill building in younger peers (grades 1 and 2)

Challenges

1. **Continued Improvement**: assessment, numeracy and literacy instruction.
2. **Challenge**: First Nation, Metis and Inuit teaching and integration. What does it look like in schools with the draft Teacher Quality Standards and the draft Principal Quality Practice Standards.
3. **Challenge**: Dealing with anxiety in students, specifically those in upper elementary and junior high.
4. **Challenge**: There were an abundance of new initiatives this past year, both from the division and school level. With new report cards, school based literacy and numeracy projects, assessment, and Leader In Me, staff were quite tired by the end of the year.

How, and to what degree, did those successes/challenges impact planning for 2017-2018?

1. We are not piloting any new and large initiatives for this school year. We are continuing our professional development focus around literacy, numeracy and assessment which will continue to improve practice, but hopefully not cause increased level of staff fatigue.
2. We applied for a grant to help us focus on First Nation, Metis and Inuit teaching, integration and reconciliation. Our instructional lead teacher is providing support to staff and students.
3. We are excited to have KEYS working in our building for the next 3 years to help support our staff and students in dealing with mental health issues. As an office team, we are focusing some of our professional development around helping students and staff who are struggling with anxiety.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: Improve student achievement in literacy (Priority 1, Goals 1, 2)

Division Outcome:
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

Strategies:

- Deepen collective understanding of students' learning and intellectual progress through data from PATs & STAR (literacy assessments)
- Teacher collaborative work focusing on literacy instruction, including reader's and writer's workshop, LLI intervention, reader and writer profiles
- Build capacity throughout the school regarding the understanding of teaching and learning literacy and the cross-curricular implications, outcomes and strategies

- Provide staff with embedded professional development during afternoons of early dismissal days
- Focus on assessment practices and provide professional development for staff through Sandra Herbst sessions, as well as school based professional development days
- Classroom Improvement Fund to purchase supplies needed for teaching literacy
- Classroom Improvement Fund to provide teaching staff up to 3 days of release time for professional development within literacy/numeracy/assessment
- Classroom Improvement Fund will allow all junior high students a chance to purchase a book at chapters for circulation in the school library
- Decrease the amount of chronic abseentism in the school by maintaining contact with family members and other stakeholders (Family School Liaison Worker, etc.) to encourage daily attendance

Performance Measures:

- Maintain number of students who achieve the acceptable standard and increase the number of students who achieve standard of excellence on the language arts and social studies Provincial Achievement Tests (based on cohort)
- Increase in the number of students who report they are interested and motivated in their learning (Our STORY)
- 5% decrease in the amount of students who are chronically absent from school
- School Improvement based on STAR benchmarks
    - Improve reading scores by a minimum of one grade level for all students

School Goal 2: Improve student achievement in numeracy (Priority 1, Goals 1, 2)

Division Outcome:
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

Strategies:

- Deepen collective understanding of students' learning and intellectual progress through data from PATs, and Math Intervention/Programming Instrument (MIPI)
- Teacher collaborative work focusing on numeracy instruction, including number talks, common vocabulary, and problem solving
- Build capacity throughout the school regarding the understanding of teaching and learning numeracy and the cross-curricular implications, outcomes and strategies
- Provide staff with embedded professional development during afternoons of early dismissal days
- Focus on assessment practices and provide professional development for staff through Sandra Herbst sessions, as well as school based professional development days
- Classroom Improvement Fund to purchase supplies needed for teaching numeracy
- Classroom Improvement Fund to provide teaching staff up to 3 days of release time for professional development within literacy/numeracy/assessment

- Decrease the amount of chronic abseentism in the school by maintaining contact with family members and other stakeholders (Family School Liaison Worker, etc.) to encourage daily attendance

Performance Measures

- Increase the number of students who achieve the acceptable standard and the number of students who achieve standard of excellence on the language arts and social studies Provincial Achievement Tests (based on cohort)
- Increase in the number of students who report they are interested and motivated in their learning (Our STORY)
- 5% decrease in the amount of students who are chronically absent from school

School Goal 3: Promote and strengthen positive school culture and enhance relationships within the school (Priority 2, Goals 1, 2, 3, 4)

Division Outcome:

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

Strategies

- Implement Leader in Me Habit 8 for junior high students
- Ensure all staff are trained in Leader in Me
- Provide Leader in Me professional development and reflection time at all staff meetings
- Have all classes develop a class mission statement
- Create different opportunities for students to build relationship with each other whether through buddy activities, wolf pack activities or homeroom.
- Maintain the buddy bench program at recess times

Performance Measures

- Overall teacher, parent and student agreement that students model the characteristics of active citizenship (Accountability Pillar)
- Increase in the number of teacher, parent and student agreeing 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 (Accountability Pillar)
- Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school (Accountability Pillar)

- Increase in the percentage of teacher and parent reporting satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Accountability Pillar)
- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed (Our STORY)

SECTION FIVE – Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	LLR	92.6	27.2	97.1	31.9	95.6	22.2	93.2	18.6	93.9	24.4	95	27
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1				
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4				
Mathematics 6	LLR	85.2	22.2	94.2	23.2	91.1	27.8	88.1	13.6	86.6	19.5	90	22
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9				
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0				
Science 6	LLR	91.4	28.4	94.2	42.0	95.6	45.6	88.1	30.5	91.5	43.9	93	45
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7				
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1				
Social Studies 6	LLR	87.7	21.0	92.8	21.7	91.1	23.3	79.7	16.9	90.2	46.3	93	40
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6				
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0				
English Language Arts 9	LLR	91.4	30.0	92.4	22.8	89.5	14.5	87.5	19.3	93.0	28.0	95	30
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9				
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2				
Mathematics 9	LLR	80.0	27.1	78.3	23.9	75.0	19.7	79.5	12.5	76.1	14.1	80	20
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1				
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5				
Science 9	LLR	87.1	20.0	79.3	27.2	88.2	26.3	85.2	19.3	80.3	16.9	85	30
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0				
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4				
Social Studies 9	LLR	78.6	31.4	79.3	28.3	76.3	21.1	69.3	22.7	78.9	32.4	83	30
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8				
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0				

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	LLR					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	1.4	0.0	0.1	0.0	0.0	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	*	n/a	*	n/a	20.9	31.8	34.1	21.0	19.8	22.8	20.7	20.9	18.2	18.9

Student Engagement Measures

Safe and Caring – Measure Details

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.															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.6	88.6	90.8	88.3	90.4	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	99.5	99.4	95.4	93.8	96.4	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	90.0	81.0	94.1	90.1	92.1	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	82.3	85.3	82.8	81.1	82.8	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.5	83.0	85.4	81.1	82.5	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	98.4	99.4	93.8	91.8	95.9	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	87.0	72.7	86.7	78.1	78.2	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	74.2	76.9	75.6	73.3	73.5	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Work Preparation – Measure Details

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.															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.8	75.3	84.5	73.6	87.3	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	73.0	91.4	89.7	78.6	89.5	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	78.6	59.3	79.2	68.6	85.2	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.1	93.1	91.6	87.8	92.2	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	98.2	99.5	97.9	93.7	97.8	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	86.1	91.7	88.9	83.1	90.8	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	85.9	88.2	88.1	86.7	87.8	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Tell Them From Me Survey Results		2015	2016	2017
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Lakeland Ridge	69	69	64
	EIPS	61	64	67
	Canada	56	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	Lakeland Ridge	75	73	72
	EIPS*	70	70	72
	Canada	73	73	73
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Lakeland Ridge	38	45	43
	EIPS*	38	40	42
	Canada	34	34	34
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Lakeland Ridge	71	73	72
	EIPS*	64	65	67
	Canada	80	80	80
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Lakeland Ridge	6.4	6.5	6.4
	EIPS*	6.1	6.2	6.3
	Canada	6.3	6.3	6.3
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice *Scale of 1 to 10*	Lakeland Ridge	2.6	2.6	3
	EIPS*	2.6	2.7	2.7
	Canada	2.9	2.9	2.9

*EIPS data is for Grades through 12

Program of Studies – Measure Details

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.

	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.3	87.7	85.6	86.6	87.3	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	93.7	93.1	93.6	92.7	93.2	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	90.6	84.5	80.5	86.3	85.0	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	86.7	85.5	82.8	80.6	83.6	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

School Improvement – Measure Details

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.

	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.4	89.4	85.9	78.9	79.7	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	77.8	93.9	89.5	71.4	79.5	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	74.1	93.3	87.5	86.5	80.6	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	80.4	80.9	80.6	78.9	78.9	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX – Additional Information

Parent Involvement and Communication of Plan

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.6	82.8	85.5	77.8	83.8	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	92.6	91.8	88.6	81.7	94.8	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	72.7	73.8	82.4	73.9	72.8	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

Communication:

- Prior to submission, the draft of the school education plan was reviewed by the school council.

School Council Involvement:

School Council Goal 1: ***To promote and facilitate the role of "parents as partners"***

Strategies

- Advocate for when and how parents should be informed, consulted or collaborated with
- Work with school administration to develop and publish an annual meeting calendar
- Bring parents' general matters of concern to the attention of school administration
- Encourage parent response to requests for their input e.g., participation in school, district or provincial surveys, discussions at meetings, etc.
- Arrange for parent information sessions, whether as part of SC meetings or stand-alone events
    - Topics could range from understanding division policies/procedures/initiatives (e.g., nutrition policy, report cards) and school-level programs, to how to help kids with curriculum, promote good study habits and talk about tough issues like drugs or internet safety
- Pass on information to members about parent education opportunities offered through outside sources (e.g., Literacy Expo)
- Work with the Lakeland Ridge Parent Action Society to demonstrate appreciation of teachers and staff on behalf of parents

School Council Goal 2: ***To increase parent awareness, engagement and involvement in school and school council initiatives***

Strategies

- Use a variety of mediums (email, social media, school website, school newsletter, flyers, etc.) to communicate with parents regarding:
    - School council purpose, role and activities
    - Meeting notices, including key topics at upcoming school council meetings
    - Information on opportunities where parents, through their involvement with school council, could influence decision making at the school and district level
    - Results of any SC advocacy and/or involvement efforts
        - Create an opt-in parent email address list to enable direct communication between SC executive and members.
- Attend division and provincial school council events to gather ideas
- Solicit and act upon parent suggestions for meeting topics or issues
- Explore opportunities to promote SC via the school, e.g., presence at school events, materials sent home with students, etc.
- Consider organizing a school spirit event, likely working in concert with the Lakeland Ridge Parent Action Society

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.