

School Education Plan and Results Report
2018-22
Year 1



SECTION ONE: School, Division and Provincial Goals

SCHOOL GOALS:

Goal 1: Improve student achievement in literacy

Goal 2: Improve student achievement in numeracy

Goal 3: Promote and strengthen positive school culture and enhance relationships within the school

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: Ryan Marshall
Assistant Principals: Jen Ference & Melissa Kerr
Counselors: 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 14 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 2018, there were 759 students enrolled at Lakeland Ridge School. 495 students are in elementary (including kindergarten) and 264 students are in junior high. Lakeland Ridge has three homerooms at each grade level and four homerooms in Grade 7.

Total Budget

The operating budget for the 2018-2019 school year is \$4,595,759. 96 percent 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 learning commons. 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.

School Council and Parents Action Society

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 and convenient foods, foods, French, leadership, learning strategies, outdoor education, performing arts, pottery, recreational fitness, snacks and apples, sports acceleration, and world foods.

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.

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

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

Successes:

1. School focus on literacy
 - a. Utilized Janice Sundar and Heather Balog (Elk Island Public Schools Consultants) for Professional Development
 - b. Junior High introduced conferring with students to their classroom practice
 - c. Elementary teachers began looking at Reader's and Writer's Workshop
 - d. Purchased Reader's and Writer's Workshop for all k-Grade 6 literacy teachers
 - e. Sent all junior high students to Indigo to purchase a book for the school library
 - f. Saw an increase in Language Arts Provincial Achievement Test (PAT) marks
 - i. Grade 6: + 1.2% of students reaching acceptable = 95.1%
 - ii. Grade 6: + 12.2% of students reaching excellence = 36.6%
 - iii. Grade 9: Maintained % of students reaching acceptable = 92.9%
 - iv. Grade 9: +3.9% of students reaching excellence = 32.1%
 - g. Saw an increase/maintenance in Social PAT marks
 - i. Grade 6: - 1.2% of students reaching acceptable = 89% (2014-2016 avg: 87.9%)
 - ii. Grade 6: - 3.6% of students reaching excellence = 42.7% (2014-2016 avg: 20.6%)
 - iii. Grade 9: +5.6% of students reaching acceptable = 84.5%
 - iv. Grade 9: +5.7% of students reaching excellence = 38.1%
2. School focus on numeracy
 - a. Utilized Amaya Ortigosa for Professional Development
 - b. Junior High teachers focused on creating formative and summative assessments and on small group instruction
 - c. Saw an increase in Grade 9 Math PAT marks
 - i. Grade 9: +5.6% of students reaching acceptable = 81.7%
 - ii. Grade 9: +15.2% of students reaching excellence = 29.3
 - d. Elementary teachers began an introductory look at incorporating number talks into their lessons
 - e. Saw a maintenance of marks in Grade 6 Math PAT marks
3. First Nation, Métis and Inuit
 - a. Taught all students the reason we acknowledge Treaty 6 territory at all assemblies and major events
 - b. Created a mural for our entrance depicting Treaty 6 territory. Taught all students and staff what the mural meant
 - c. Worked individually with students identified as First Nation, Métis and Inuit who were struggling with reading. Saw growth in all of their reading levels
 - d. Received a grant from Strathcona County to install an outdoor classroom. The classroom was installed over the summer
 - e. Invited Elder Wilson into the school. Elder Wilson was extremely well received by all the classes he spoke to and the school community cannot wait for him to return

4. Community fundraising
 - a. Over the year we raised Money for We to Me and the Stollery Children’s Hospital. We gave approximately \$2500 to We to Me and over \$3000 to the Stollery Children’s Hospital. We raised this money through Cash for Care drives.
5. Working with students with anxiety
 - a. With the help of the Keys to Empowering Youth to Succeed (KEYS) program we targeted students with anxiety
 - b. All junior high students were taught how to handle test anxiety
 - c. Junior High students participated in the 12 Days of Wellness at Christmas
 - d. A Mental Health Fair was created at lunch for junior high students

Challenges and Improvements:

1. **Improvement:** Literacy, Numeracy, Assessment, First Nation, Métis and Inuit Teaching
2. **Challenge:** First Nation, Métis and Inuit teaching and integration. What does it look like at Lakeland Ridge with the draft Teacher Quality Standards and the draft Principal Quality Practice Standards.
3. **Challenge:** Beginning our work on Reader’s and Writer’s Workshop and providing enough support for a large staff where each teacher felt competent and had the confidence to incorporate this shift in instructional practice.
4. **Challenge:** The anticipation of seeing approximately 170 students leave Lakeland Ridge and receiving approximately 200 students joining Lakeland Ridge due to the change in school boundaries and student’s moving. Proactive planning was required to ensure all students transitioning to Lakeland Ridge felt comfortable and welcomed.
5. **Challenge:** Trying to increase our focus on numeracy professional development for teachers while maintaining the level of support with literacy specific to Reader’s and Writer’s Workshop.

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

1. Building upon the improvements made last year we will be continuing our work on literacy, specific to Reader’s and Writer’s workshop. Staff will be provided release time to collaborate and plan the specific units. Budget has also been set aside to purchase more books for use in classroom libraries. A lead teacher has been hired at approximately 0.25 full time equivalent (FTE) to support this initiative.
2. We are continuing our work with First Nation, Métis and Inuit initiatives. We received a grant for approximately \$20,000 to support release time for a lead teacher, to provide professional development for teachers and support for our students identified as First Nation, Métis and Inuit.
3. We are increasing our focus on teacher professional development around numeracy. Our focus this year will be to continue to work on implementing number talks, analyzing Math Intervention Programming Instrument (MIPI) data to support instruction and developing a common vocabulary to be used in kindergarten to Grade 9. A lead teacher has been hired at approximately 0.125 FTE to support this initiative.
4. In anticipation of new students we structured our first week and a half of school to follow the First 8 Days with the 7 Habits program. This allowed teachers to create common language for new and existing students, build relationships amongst students and staff, and shape the structure and routine of the school day. Each class also developed mission statements and goals for the year.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Improve student achievement in literacy

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 development 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:

1. The classroom environment will support literacy by including:
 - a. Visuals (word wall, anchor charts, literacy art, student work)
 - b. Classroom libraries (levelled and non-levelled)
 - c. Small Group Instruction
2. Teachers will integrate high quality instruction to support the development of student literacy behaviours including:
 - a. STAR reading assessment
 - b. Levelled Literacy Intervention
 - c. Reader's Workshop
 - d. Writer's Workshop
 - e. Small Group Instruction (book clubs, book bistros, workshops, and more)
 - f. Writing Continuum

The two strategies listed above will be supported by administration at Lakeland Ridge, Lakeland Ridge's lead teachers and our Elk Island Public Schools literacy consultants.

Performance Measures:

1. 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)
2. School Improvement based on STAR benchmarks
 - a. Improve reading scores by a minimum of one grade level for all students

School Goal 2: Improve student achievement in numeracy

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 development 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:

1. The classroom environment will support numeracy by including:
 - a. Visuals (word wall, number line, anchor chart, geometric art, maps/graphs, student work)
 - b. Classroom manipulative kits
 - c. Small Group Instruction
2. Teachers will integrate high quality instruction to support the development of student literacy behaviours including:
 - a. Math Intervention Programming Instrument (MIPI)
 - b. Number Talks
 - c. Mathematical problem-solving tasks
 - d. Small Group Instruction
 - e. Varied assessment practices

The two strategies listed above will be supported by administration at Lakeland Ridge, Lakeland Ridge's lead teachers and our Elk Island Public Schools numeracy consultants.

Performance Measures:

1. Increase the number of students who achieve the acceptable standard and the number of students who achieve standard of excellence on the mathematical Provincial Achievement Tests (based on cohort)

School Goal 3: Promote and strengthen positive school culture and enhance relationships within the school

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 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:

1. The First 8 Days with the 7 Habits implementation in all grades throughout the school
2. Provide Leader in Me professional development to new staff
3. Provide Leader in Me professional development and reflection time at staff meetings
4. All classes will develop a class mission statement and put at classroom doors for public display
5. Create different opportunities for students to build relationships with each other whether through buddy activities, wolf pack activities, student lighthouse team, or homeroom activities
6. Maintain the buddy bench program at recess time
7. Work with Mental Health Capacity Builders to engage our junior high students in positive mental health initiatives

Performance Measures:

1. 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)
2. 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)
3. Increase in the percentage of teacher and parent reporting satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning (Accountability Pillar)

SECTION FIVE: Summary of Performance Measures

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	LLR	97.1	31.9	95.6	22.2	93.2	18.6	93.9	24.4	95.1	36.6	95	30
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	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		
Mathematics 6	LLR	94.2	23.2	91.1	27.8	88.1	13.6	86.6	19.5	86.6	17.1	87	20
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	71.9	13.5		
Science 6	LLR	94.2	42.0	95.6	45.6	88.1	30.5	91.5	43.9	92.7	31.7	93	40
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.4	31.2		
Social Studies 6	LLR	92.8	21.7	91.1	23.3	79.7	16.9	90.2	46.3	89.0	42.7	90	37
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	74.9	23.7		
English Language Arts 9	LLR	92.4	22.8	89.5	14.5	87.5	19.3	93.0	28.2	92.9	32.1	93	30
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	LLR	78.3	23.9	75.0	19.7	79.5	12.5	76.1	14.1	81.7	29.3	82	24
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	58.0	14.5		
Science 9	LLR	79.3	27.2	88.2	26.3	85.2	19.3	80.3	16.9	86.9	31.0	86	27
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.0	24.4		
Social Studies 9	LLR	79.3	28.3	76.3	21.1	69.3	22.7	78.9	32.4	84.5	38.1	82	30
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.0	21.6		

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	LLR					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	0.1	0.0	0.0	0.0	1.9	2.5	2.2	1.9	1.1	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	n/a	*	n/a	n/a	31.8	34.1	21.0	19.8	32.5	20.7	20.9	18.2	18.9	19.9

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.															
	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.6	90.8	88.3	90.4	91.2	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	99.4	95.4	93.8	96.4	96.6	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	81.0	94.1	90.1	92.1	85.1	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	85.3	82.8	81.1	82.8	91.7	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.															
	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.0	85.4	81.1	82.5	85.8	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	99.4	93.8	91.8	95.9	94.4	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	72.7	86.7	78.1	78.2	76.4	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	76.9	75.6	73.3	73.5	86.4	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.

	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.3	84.5	73.6	87.3	79.8	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	91.4	89.7	78.6	89.5	88.9	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	59.3	79.2	68.6	85.2	70.7	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.

	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.1	91.6	87.8	92.2	92.6	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	99.5	97.9	93.7	97.8	100	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	91.7	88.9	83.1	90.8	84.5	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	88.2	88.1	86.7	87.8	93.4	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.

	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.7	85.6	86.6	87.3	88.1	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	93.1	93.6	92.7	93.2	93.7	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	84.5	80.5	86.3	85.0	82.6	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	85.5	82.8	80.6	83.6	88.1	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.

	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.4	85.9	78.9	79.7	88.2	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	93.9	89.5	71.4	79.5	91.7	80.6	83.1	82.9	84.3	88.8	81.3	79.8	82.3	82.2	81.5
Parent	93.3	87.5	86.5	80.6	81.0	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	80.9	80.6	78.9	78.9	91.9	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.

	LLR					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.8	85.5	77.8	83.8	82.3	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	91.8	88.6	81.7	94.8	93.3	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	73.8	82.4	73.9	72.8	71.4	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

School Council

At the September, 2018 AGM administration briefly discussed the school education plan and the school goals. School Council reviewed their two goals and a discussion was held at the October meeting regarding the specific goals of the school council and strategies to reach those goals.

Staff

At the August, 2018 school start up meeting and at the September, 2018 staff meeting the school education plan was discussed.

During the October staff meeting, all staff participated in a Lighthouse / North Star planning session around the new 4-year school education plan and took part in planning sessions around literacy and numeracy.