



# School Education Plan and Results Report

## Andrew School

### 2018-22

### Year 1

#### **Mission Statement:**

Andrew School is dedicated to encouraging, promoting, and assisting students in their quest for excellence in all school-related endeavors.

#### **Belief Statements:**

- Enhance student learning through increasing student engagement
- Enhance student engagement through a focus on critical thinking and problem-solving in all school subjects and activities
- To promote student engagement through the delivery of curriculum in a variety of innovative ways
- Students engaged in their learning through the improvement of best practice, assessment, inquiry-based learning
- Students will demonstrate proficiency in literacy
- Students engage in activities that expose them to the value of volunteerism and citizenship that develops a desire to help and respect others
- To create a learning environment where students take responsibility for their education and engage themselves in their own learning
- Students develop competencies for success as engaged thinkers and ethical citizens
- Students demonstrate proficiency in literacy and numeracy



## **SECTION ONE: School and Division Goals**

### **School Goals:**

**GOAL 1:** To provide a safe and caring learning environment that promotes social development and encourages a harmonious community.

**GOAL 2:** To continuously strive to improve literacy and numeracy from k-12.

**GOAL 3:** To continuously strive to develop and encourage student-driven academic achievement, particularly in Division 3 and Division 4.

### **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 are 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:** Cheryl DeVries

**Assistant Principal:** Gregory Cruickshank

**Counsellor:** Gregory Cruickshank

**Andrew School Quick Facts:** Andrew School is a rural k-12 school with approximately 110 students located approximately 100 km northeast of Edmonton in the community of Andrew, Alberta. The school shares a facility with the Village of Andrew municipality and houses a joint school and community library.

### **Programming Highlights:**

French as a Second Language (grades 4-6)

ECS

Elementary

Secondary (Junior High, Senior High, and General)

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

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

#### **Successes:**

Grade 12 students successfully obtained a high school diploma with deliberate and inclusive supports and planning. The very successful final year filled in the gaps towards diploma achievement.

Classroom Improvement funding (CIF) allocated for Levelled Literacy Intervention (LLI) and literacy lead teacher. Positive growth and results were noticed across the school on the STAR reading assessment.

#### **Challenges:**

Declining enrollment in the senior high made it difficult to timetable.

Building a numeracy program to offer interventions for students not at grade level. More resources and professional development was needed.

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

The decision to utilize 18/19 Classroom Improvement Fund (CIF) money to continue the work in literacy.

Reprogrammed the timetable with senior high cores in the morning, allowing for off-campus opportunities in the afternoon.

The partnership created with Next Step for providing a wider variety of curricular options for students. Next Step sends a teacher out weekly on Wednesday afternoon to work with the students.

Continuing to work with senior high students and parents on transitions to post-secondary options.

Implementation of flex time rotations in junior/senior high that target Science, Technology, Engineering and Mathematics (STEM) competencies and literacy.

Utilizing consultants to model in the classroom and provide professional development on site for literacy and numeracy.

## **SECTION FOUR: School Goals, Strategies and Performance Measures**

### **School Goal 1:**

To provide a safe and caring learning environment that promotes social development and encourages a harmonious community.

### **Division Outcome:**

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

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

### **Strategies:**

- Student leadership council with student members from Grade 5 and up. Planning for school events, humanitarian projects, and having an advisory role in school routines/structures.
- School celebration events – annual Harvest Lunch, Mother’s Day Tea, Father’s Day BBQ
- Elder Wilson Bearhead visit with all classes to share values and wisdom.
- What Matters Most – modelling, teaching and promoting values of kindness, truthfulness, mindfulness, authenticity, accountability and taking care of oneself and each other.
- Intramural and lunch activities that promote teamwork and cross-grade social opportunities.
- Breakfast for Learning-community donations allow us to provide a nutritious breakfast for any student each school day.
- Sharing of school information and student achievements on school website and social media sites.
- Community engagement opportunities to invite community partners to special events.
- Meaningful restorative discipline practices and encouraging accountability for one’s behavior, choices and actions.
- Participate in weekly themes throughout the year such as Random Acts of Kindness Week, Bullying Awareness Week, Mental Health Awareness Week.
- Professional Learning for staff to receive the GoTo Educator Mental Health Literacy Training.
- Family School Liaison Worker available two days a week to meet with students and offer social skills lessons.

### **Performance Measures:**

- Increase in the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Increase in the 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.

**School Goal 2:**

To continuously strive to improve literacy and numeracy from k-12.

**Division Outcome:****GOAL 2: SUCCESS FOR EVERY STUDENT**

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

**Strategies:**

- Buddy reading matching younger readers with older students.
- Participate in Read-in-Week activities.
- Literacy lead teacher to coordinate STAR assessment, levelled literacy interventions and resources.
- Junior/senior high flex time rotations include one day dedicated to literacy activities and one day to math activities and enhancement.
- Increase in numeracy resources in the school. All teachers to implement Number Talks resources in the classroom.
- Elk Island Public Schools literacy and numeracy consultants to offer professional learning and modelling in classrooms.
- Parent information and resources provided at parent/student/teacher conferences.
- Purchase Fountas and Pinnell Levelled Literacy System targeted for Grade 1 students.
- All elementary teachers and educational assistants to receive two days of levelled literacy intervention training.
- Continue to purchase software licences for Mathletics.
- Wee Read program of volunteers to read with students.

**Performance Measures:**

- Demonstration of one year's student growth in achievement in numeracy on the Math Intervention Programming Instrument (MIPI) assessment.
- Demonstration of one year's student growth in achievement in literacy on the STAR assessment.
- Increase in the percentage of students achieving excellence on the Grade 6 and 9 Provincial Achievement Test results.
- Increase in the percentage of students writing diploma exams and attaining acceptable and excellent results.

**School Goal 3:**

To continuously strive to develop and encourage student-driven academic achievement, particularly in Division 3 and Division 4.

**Division Outcome:****GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

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

**Strategies:**

- Take senior high students to the post-secondary and career fair in November held in Fort Saskatchewan to get them excited about future plans and connecting those to their current studies and achievement.
- Meet with each senior high student to review diploma credentials and credits.
- Use self inventory and career planning resources on MyBlueprint and Alberta Learning Information Service (ALIS) to engage students and parents in post secondary planning
- Off campus and dual credit opportunities explored for students to receive credits toward their diploma while exploring new skills and work opportunities.
- Partnership with Next Step Senior High to offer more options courses.
- Celebrate student academic achievements with award ceremonies on an ongoing basis.
- Encourage students to access PowerSchool portal to monitor achievement.
- Have transition meetings for students moving from Grade 6 to junior high and from Grade 9 to senior high.

**Performance Measures:**

- Increase in the number of Grade 12 students writing diploma exams.
- Increase in the number of students achieving excellence on Grade 9 PAT and Grade 12 diploma exams.
- Increase in the number of students transitioning to post-secondary.
- Increase in the 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.
- Increase in the 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.

**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	ADW	60.0	0.0	100.0	0.0	60.0	10.0	70.0	0.0	66.7	11.1	100	20
	Authority	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	ADW	46.7	6.7	33.3	0.0	60.0	0.0	60.0	0.0	66.7	11.1	100	20
	Authority	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	72.9	14.0		
Science 6	ADW	53.3	6.7	66.7	0.0	80.0	10.0	50.0	10.0	77.8	11.1	100	20
	Authority	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	78.8	30.5		
Social Studies 6	ADW	40.0	0.0	*	*	50.0	0.0	60.0	0.0	66.7	0.0	100	20
	Authority	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	75.1	23.2		
English Language Arts 9	ADW	66.7	0.0	66.7	0.0	n/a	n/a	100.0	0.0	80.0	0.0	100	20
	Authority	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	ADW	45.5	0.0	45.5	9.1	n/a	n/a	71.4	0.0	50.0	0.0	100	10
	Authority	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	59.2	15.0		
Science 9	ADW	41.7	0.0	60.0	10.0	n/a	n/a	66.7	0.0	88.9	22.2	100	25
	Authority	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	75.7	24.4		
Social Studies 9	ADW	25.0	0.0	58.3	8.3	n/a	n/a	71.4	0.0	87.5	37.5	100	25
	Authority	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	66.7	21.5		

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	ADW	*	*	*	*	100.0	33.3	n/a	n/a	*	*	100	20
	Authority	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	ADW	100.0	16.7	*	*	88.9	33.3	n/a	n/a	88.9	0.0	100	20
	Authority	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
Mathematics 30-1	ADW	*	*	n/a	n/a	*	*	*	*	*	*	N/A	N/A
	Authority	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	ADW	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	N/A	N/A
	Authority	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	ADW	*	*	*	*	*	*	*	*	*	*	100	20
	Authority	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	ADW	85.7	0.0	83.3	16.7	*	*	*	*	71.4	0.0	100	20
	Authority	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	ADW	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	N/A	N/A
	Authority	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	ADW	*	*	*	*	n/a	n/a	*	*	n/a	n/a	N/A	N/A
	Authority	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	ADW	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	ADW	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	ADW					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	100.0	70.2	65.9	47.5	43.7	81.6	79.8	82.1	81.2	84.6	75.3	76.5	76.5	78.0	78.0
4 Year Completion	80.3	100.0	74.6	67.4	61.5	84.2	86.4	84.8	86.8	86.5	79.6	79.9	81.0	81.2	82.6
5 Year Completion	76.1	75.1	100.0	81.4	67.1	85.3	86.3	87.8	86.8	88.5	81.5	82.0	82.1	83.2	83.4

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	ADW					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	5.4	3.8	2.2	7.9	2.9	1.9	2.5	2.2	1.9	1.1	3.3	3.5	3.2	3.0	2.3

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	ADW					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	38.2	33.8	21.1	28.4	33.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0	39.3
6 Year Rate	71.7	51.4	42.7	58.1	35.1	61.6	62.4	63.0	63.2	60.5	59.0	59.7	59.4	57.9	58.7

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	ADW					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	25.0	33.3	33.3	n/a	n/a	62.3	60.8	62.5	n/a	n/a	60.8	62.3	63.4

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	ADW					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	0.0	23.4	20.9	12.9	41.8	11.1	12.1	9.6	11.6	9.6	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	100.0	76.6	79.1	87.1	58.2	88.9	87.9	90.4	88.4	90.4	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	100.0	70.2	79.1	71.3	58.2	86.5	85.9	87.4	85.8	88.3	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	33.3	19.2	0.0	55.4	14.6	71.5	67.7	69.3	67.5	68.9	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	22.2	19.2	0.0	39.6	14.6	59.7	56.4	58.3	55.7	56.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	11.1	12.8	0.0	39.6	14.6	40.5	36.8	38.8	36.1	36.9	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	0.0	6.4	0.0	31.7	0.0	11.7	10.9	12.1	14.0	16.1	11.4	13.1	13.8	13.6	13.9

## 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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.2	77.1	82.0	81.0	65.9	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	90.7	88.9	92.5	90.0	55.6	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	82.5	73.5	87.3	90.0	77.8	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	73.3	68.9	66.3	63.1	64.3	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	63.2	68.6	69.8	62.7	52.1	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	72.7	86.7	75.0	70.0	33.3	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	57.5	62.9	81.5	68.0	75.0	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	59.4	56.4	52.9	50.0	47.8	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	66.9	67.5	63.1	88.2	40.0	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	90.9	77.8	62.5	87.5	33.3	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	42.9	57.1	63.6	88.9	46.7	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.0	74.3	84.7	81.4	70.7	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	90.9	83.3	81.3	77.1	56.1	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	68.8	61.9	92.4	88.1	83.3	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	83.4	77.7	80.3	78.9	72.6	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	66.6	58.7	59.0	63.9	48.2	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	73.9	88.9	74.6	79.7	53.4	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	68.3	42.6	53.4	67.1	55.8	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	57.8	44.7	49.1	45.0	35.3	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	69.7	57.7	58.1	66.5	46.9	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	72.7	66.7	50.0	62.5	30.0	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	62.5	42.9	63.6	80.0	57.1	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	73.8	63.5	60.7	57.1	53.6	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.															
	ADW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.6	74.6	83.2	90.5	79.7	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	85.2	77.8	85.0	85.0	75.5	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	70.0	71.4	81.5	96.0	84.0	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

### Communication of Plan:

- Goals included in school newsletters
- Presentation to Andrew School Council
- Presentation to Student Leadership Council
- Published on school website
- Posters of goals throughout the building.