

School Education Plan and Results Report
2018-22
Year 2



Cherishing and Challenging Every Child

MISSION: To teach students to be creative and critical problem solvers who can apply flexible thinking as they cope with challenges and change.

PHILOSOPHY: Glen Allan Elementary School staff, parents, and students are committed to a partnership supporting strong student engagement and achievement in all areas, including social, emotional, academic, physical, and creative growth.

CREDO: I will show responsibility for my own learning through cooperation and demonstrate respect for others, the environment and myself.

BELIEFS:

- Students will have a successful and engaging school experience in an environment that is safe, accepting and one that encourages students to take risks with their learning.
- Learning is an active and unique process and we nurture a learning climate that recognizes, develops and celebrates the various learning preferences of children.
- All individuals are encouraged to strive for excellence, maximizing their unique strengths and talents.
- All students are encouraged to actively participate in the life of the school and community.
- Consultation and teamwork with parents, community groups and other organizations in planning and carrying out education programs is beneficial to our staff and students and facilitates maximum growth in student learning.
- Students are actively engaged in learning and practicing strategies to be responsible problem solvers, critical and creative thinkers who demonstrate moral and ethical behaviour.
- Students set and evaluate personal learning goals throughout the school year.
- Our students and staff are committed to demonstrating responsible, respectful citizenship in all of our interactions with each other and our community at large.
- Members of our school community endorse and model lifelong learning.

SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Glen Allan School will enhance student engagement and achievement by focusing on research based effective teaching practices and its implementation throughout the school. (P2-G4, P1- G3, P1-G2}

GOAL 2: Glen Allan School will enhance students' critical thinking, problem-solving skills and creativity. (P1-G2, P1-G3, P2-G4, P2-G2)

GOAL 3: Glen Allan School will maintain our positive school culture that acknowledges the academic, emotional, and social needs of students. (P2-G1, P3-G1, P3-G2)

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: Tracey Arbuthnott

Assistant Principal: Dustine Vicic

Counsellor: Marnie Ferguson

Glen Allan (GLN) Quick Facts:

- **GLN is a large elementary school serving a current student enrolment of 400**
- **GLN students are served by 22 teachers and 13 support staff**
- **GLN opened in 1972**
- **The total school budget is \$2.6 million, 97% is dedicated to staffing.**

At Glen Allan, we have a strong academic focus and high learning expectations for our students and staff. A safe and caring learning environment, excellent programming, a variety of engaging learning opportunities and a dedicated staff are the cornerstones upon which we build success for the children in our care. Children are challenged through inquiry projects, buddy grade projects, whole school activities and in-class challenges, supported with modified learning goals and smaller groupings and are invited to be active, inquisitive citizens. We strive to be a vibrant community of learners – our students, staff and parents as partners. Character education, citizenship and student leadership are three cornerstones of our school.

A very friendly Panda named *Bamboo is our school mascot, and* watches over the students throughout the school from its residence in our renovated school Learning Commons. Our school slogan, '*Cherishing and Challenging Every Child*', focuses on our belief that we are each unique and bring special talents to share with our community.

We have developed a school-wide Student Behaviour Plan focused on four areas:

Responsibility: I am responsible for my own behaviour.

Respect: I treat others, myself and property with respect.

Results: I am responsible for my own learning.

Relationships: I am engaged with my school community and have opportunities to collaborate and be an ethical citizen.

It is our goal to embed these character traits in everything we do, as we prepare our students to be actively engaged learners who consciously contribute to making their world a little better.

Our students with special needs are fully integrated in all of our inclusive classrooms with the support of the learning teams comprised of teachers, educational assistants, parents and students. Supports for success include small group and individual instructional opportunities, pre and post teaching focused on learning strategies, focused social skill instruction and alternate learning spaces in our learning commons. The social skills instruction and strategic interventions are key to the successful learning experiences for many of our students.

A privately owned before and after school care program, attached to our school building, provides quality care for a number of our students.

At Glen Allan School we value and nurture a strong 'school family' feeling. Parents and visitors are welcome and encouraged to be active participants in our learning environment. Although we have a strong academic focus at Glen Allan, we are committed to supporting all our children as they learn their roles and responsibilities growing into responsible, contributing members of our world.

Programming highlights:

Glen Allan Elementary has 2 to 3 classes of each grade level and we offer programming from kindergarten to Grade 6.

SECTION THREE: School Education Results Report (2018-2019)

What were the greatest successes/challenges faced in 2018-2019?

Goal One: Glen Allan Elementary has enhanced student learning by focusing on research based teaching practices. This has had a positive impact on our student's achievement via multiple school assessments as well as the Provincial Achievement results. We will continue to maintain our high level of achievement and improvement in the provincial accountability pillar results from students, staff and parents. We have defined classroom and school procedures to create consistency for students throughout the school. We have also used cross grade collaboration such as classroom buddy activities, special events such as subject specific activities, grade 6 spring carnival; as well as, opportunities for teachers to share best practices through peer classroom observations and staff meeting peer sharing presentations. We have been involved in and will continue with Sandra Herbst professional development as her educational practices on student learning directly link to this goal. We have utilized real world experiences such as community involvement, curriculum based field trips, cooperative learning games, and student leadership to enhance student learning and achievement.

Goal Two: Glen Allan Elementary has enhanced student critical thinking and problem solving by implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and by focusing on age appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught through the use of technology and inquiry based instruction. The staff have structured questions to be open ended evoking more thoughtful and higher level responses from students. Lesson delivery is focused on increasing student inquiry and critical thought. Students are encouraged to stretch their thinking skills, explore various strategies and generate individual solutions to enhance their understanding.

Goal Three: Glen Allan Elementary has continued to build on its safe, nurturing and motivating school culture through the use of community and school based events such as the family dance, volunteer appreciation day, Terry Fox run, and community cleanup. We continue to build on our positive school atmosphere through character education and student leadership opportunities. As a school community, we have and will continue to implement First Nations, Métis and Inuit culture through Elder visits, Blanket exercises, Tipi teachings and the Seven Sacred Teachings programming. We have brought awareness to our students about family differences and understanding diversity via Lesbian, Gay, Bisexual, Transgender, Queer community (LGBTQ). We were able to bring in Alt View for respectful language around LGBTQ in-servicing for staff. We were

also able to bring in Briar Patch Hospice organization to talk to our staff about dealing with bereavement and the grieving process. We have in-serviced the entire staff in Non-Violent crisis intervention (NVCS) due to the high level of special needs within our building. We have focused on cyber safety not only in classrooms lessons but also through Saffron presentations for our grades 4 thru 6. The philosophy that Glen Allan Elementary is a school of dignity and respect continues to be reinforced daily not only in the mantra repeated on our daily announcements but also has been incorporated into a variety of interactions, procedures and physical structures throughout the school.

School Council is involved in many aspects of our school. They provide regular suggestions and are very supportive of our students and staff. They have had the opportunity to provide input on the School Education Plan. The School Council and the community at large, work together to embrace these goals through collaborative activities and fundraising for worthy projects. Our school budget, school fees, provincial achievement testing and accountability pillar results are discussed annually at School Council meetings. Parents are involved in discussions related to the current school activities and projects. Our School Council is also heavily involved in fundraising to support a variety of co-curricular activities that build on the student objectives in class.

How, and to what degree, did those successes/challenges impact planning for 2019-2020?

- In so many ways this has been a challenging but also an amazing and successful year of growth and learning at Glen Allan Elementary.
- Over the last few years our aging catchment area has facilitated a corresponding drop in our student population. We have moved from having three classes per grade to two classes per grade and are looking at the implementation of a four/five split this year.
- Time seems to be an issue whether it is embedding Professional Development throughout the year and/or finding time to review assessments with our school community.
- Staff continue to see positive student results using research-based practices and are moving forward with further implementation throughout the school.
- Staff have seen an increase in students' critical thinking, questioning and cognitive strategies through the continued implementation of Blooms Taxonomy and metacognition instruction within the school.
- We have focused on student and teachers needs via Nonviolence Crisis intervention, LGBTQ Respectful language and diversity, dealing with bereavement and grieving process and using Sandra Herbst ideals throughout the school.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Glen Allan School will enhance student engagement and achievement by focusing on research based effective teaching practices and its implementation throughout the school.

Division Outcome: (P2-G4, P1- G3, P1-G2)

Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

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

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 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

Strategies:

- This goal centers on research based effective teaching practices and their implementation into classrooms and throughout the school. We are continuing with our implementation from the educational research of Marzano, Wong, and Hattie as well as building this goal forward via publications such as “The Innovator’s Mindset” by George Couros, “Results The Key to Continuous School Improvement” by Schmoker, “What Great Teachers Do Differently” by Whitaker and “The Highly Effective Teacher” by Marshall.
- We are a student achievement and data driven school using the STAR reading assessment, Math Intervention Programming Instrument (MIPI), Provincial Achievement Tests (PAT) measures as well as teacher experience, insights and professional judgment to drive and guide our educational practices to meet the needs of our students.
- We will be working with our feeder group schools examining George Couros work “The Innovator’s Mindset” and following that up with a professional learning day lead by George Couros this year.
- Staff training on and Implementation of Leveled Literacy Intervention kits throughout the school.
- Increase use of our math and literacy consultants throughout our building in both group and individual mentoring educational settings.
- Use of literacy decoding and reading comprehension strategies cards will be incorporated into all our classrooms throughout the school.
- Staff training on and implementation of math benchmarking kits.
- Continue the conversations and implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, Mediative Questioning etc.
- Use a variety of technological resources (i.e. Chromebooks, iPads, Google Apps for Education, Google Classroom, LearnAlberta.ca, etc.) to assist in giving level appropriate choices and differentiation to our student learners
- Refining the use of Daily 5 for literacy, Daily 3 for Mathematics and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) Teaching methodology in all classrooms
- The use of high and clear expectations for students using visual, kinesthetic and verbal management cues
- Implement the use of professional learning community (PLC) meetings and mentor/pair-groupings with all staff
- Implement opportunities for all educational staff to share research based, effective teaching, and best practices with each other at staff meetings and during grade group collaboration.
- Focus on an asset-based approach to empower our students’ learning and teach to students’ strengths using multiple intelligences strategies and learning/teaching styles
- Build consistent procedures throughout the school to improve transitions from classroom to classroom and year to year.

- Offer opportunities for educators to participate in peer to peer classroom observations throughout the school and within our feeder group of schools.
- Implement the use of the division writing continuum throughout all our classes.

Performance Measures:

- 5% improved overall student achievement on the STAR and MIPI in all grades and PATS in Grade 6 over the next 2 years.
- Use the STAR, MIPI and PATs results as well as classroom assessments to guide teaching practices and needs of our students
- 5% increase in student engagement via the Alberta Accountability Pillar survey
- Common school-based practices and procedures throughout the school. For example, hallway behavior, classroom sign out, etc.
- Build a school culture where all staff feel comfortable actively seeking the advice and expertise of others
- 3% increase in staff/parent satisfaction performance measure on the Alberta Accountability Pillar survey
- 100% of staff will create their professional growth plan and meet with administration at the beginning, middle, and the end of the year to review and reflect on improving their individual professional practice
- Increase in the use of student self-evaluation, reflection and feedback on their academic performance
- Implementation of student portfolios to show evidence of growth throughout the year
- Every student will do a writing sample at the beginning, middle and end of the year for comparison for growth throughout the school year

School Goal 2

Glen Allan School will enhance students' critical thinking, problem-solving skills and creativity.

Division Outcome: (P1-G2, P1-G3, P2-G4, P2-G2)

Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

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

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 2: QUALITY INFRASTRUCTURE FOR ALL

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

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

Strategies:

- Focus on the facilitation and enhancement of student metacognition and the promotion of higher levels of processing and thought. Thinking about how they are thinking.

- Implement the use of Bloom's Taxonomy displayed in all the classrooms with grade specific explanations/definitions/wording.
- Uses cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Recognize multiple intelligences in our students and use multiple teaching strategies to meet the needs of multiple learning styles.
- Continue the use of Fountas and Pinnell assessments for our struggling students
- Linking of the STAR, Raz Kids reading levels with the Fountas and Pinnell quotients.
- Implement a fall, winter and spring writing sample for all students to be kept in classroom student portfolios.
- Enact the use of Leveled Literacy Intervention kits throughout the school
- Implementation of the Elk Island Public Schools (EIPS) writing continuum to seek leveling of our students' writing and show improvement over time.
- Learning inventory (multiple intelligence survey to meet the needs of each child)
- Use of rubrics and exemplars throughout the development of our students' assignments and expectations. Co-constructing assessment criteria and self-assessment with our students (Sandra Herbst work)
- Implement subject specific days as school wide performance task
- Educator literacy sharing and cohort building with the purpose of revising and building cross-curricular student assessments
- Increase the use of inquiry and performance-based tasks throughout the school
- Implement a variety of web-based applications and technology in classrooms and individual lessons to enhance the inquiry methods (Google Apps for education, Google classroom, Raz Kids)

Performance Measures:

- 5% increase in student achievement as seen through the STAR, MIPI and the Grade 6 PATs
- 90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies
- Individual student portfolios will be used to demonstrate student growth throughout the year
- School/classroom assessments will be adapted to incorporate higher levels of thought via Bloom's taxonomy and metacognition processes
- The school will have a common language of thought processes based on Bloom's taxonomy and metacognition processes
- Promote professional development sessions in critical thinking, reasoning, and problem solving.
- Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems.
- The students will create and share their inquiry based projects in their classrooms and/or school
- Every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst)

School Goal 3:

Glen Allan School will maintain a positive school culture promoting the academic, emotional, and social needs of students.

Division Outcome: (P2-G1, P3-G1, P3-G2)

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.

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.

Strategies:

- Continue to promote a liberal arts (integrated studies) approach in our school to promote well-rounded growth and development in our students
- Continue to work closely with our parent stakeholders to support and enhance our parent engagement levels
- Develop and implement a unified method of conflict resolution with a focus on restorative justice
- Classroom management focused on positive behavior procedures and expectations.
- All staff modeling a culture of mutual dignity and respect.
- Work with School Council to support and enhance our parent engagement levels
- Implementation of in-depth multi prong approach to our First Nations, Métis and Inuit integration throughout the school to promote cultural exposure and acceptances of diversity within our student population (Blanket exercises, Elder Wilson visits, in class lessons with First Nations, Métis and Inuit topic, incorporation of the First Nations, Métis and Inuit sacred teachings into our character education Including: Seven Sacred Teachings, the 13 tipi teachings, Artist in residence, Indigenous games, and the use of a traditional talking stick in classroom discussions.)
- Increase use of Student Council to promote the safe and caring school atmosphere using school spirit days.
- Provide the opportunity for staff and students to be involved in planning various leadership school activities such as: Battle of the Books, speech competition, Christmas bureau, environment club, running club, library club, student council, milk helper, patrollers, Christmas concert, Terry Fox Run, Read in Week, spring carnival, volunteer appreciation, classroom buddies, grade 6 lunch helpers in division one classrooms.
- Implement a recognition system for our students who demonstrate positive role modeling within the school, catching kids doing the right thing. Examples: panda paw pins, happy face and panda stickers
- Encourage community involvement within the school by placing an increased focus on inviting Community members into the school and promoting special trips and visits to and from the senior's lodge/ Capital Heath facilities/ Drug Abuse Resistance Education (DARE)/ Saffron/ Altview organizations.
- Continue with the school's open-door policy for parents and community members

- Continue supporting our Indigenous students by building an understanding of the indigenous reconciliation and indigenous history for all our students
- Each classroom will incorporate student emotional regulation strategies. For example, Zones of Regulation, self-regulation room, student calming centers in classrooms
- Continue to build resources to promote diversity and acceptance throughout our school

Performance Measures:

- 2% increase in staff engagement via the Alberta Accountability Pillar survey
- 2% increase in student engagement via the Alberta Accountability Pillar survey
- All staff will have a better understanding of the culture and climate of the school and also feel safe in sharing ideas, and being actively engaged in the work of education
- All staff will be active participants in building a positive school climate and culture
- Promotion of Professional Learning Communities (PLCs), Grade cohorts, Google teacher cohorts participate in the grade 6 EIPS teacher cohort.
- All staff will feel comfortable in seeking guidance from other staff who may have more experience or expertise
- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	GLN	93.0	23.9	94.4	35.2	97.1	29.4	100	30.5	100	38.8	95.0	35.0
	EIPS	90.9	25.2	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	GLN	90.1	21.1	88.7	19.7	85.3	16.2	94.9	22.0	93.9	18.4	90.0	25.0
	EIPS	83.3	19.1	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.3	14.1	71.4	13.8	68.4	12.3	71.9	13.5	71.6	14.8		
Science 6	GLN	90.1	33.8	94.4	45.1	91.2	39.7	100	57.6	100	51.0	95.0	45.0
	EIPS	86.9	34.4	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.4	25.3	77.6	27.7	76.6	29.5	78.4	31.2	77.4	29.2		
Social Studies 6	GLN	93.0	45.1	91.5	57.7	95.6	54.4	98.3	67.8	100	57.1	95.0	60.0
	EIPS	80.1	24.7	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.0	22.6	72.6	22.4	74.9	23.7	76.1	25.1		

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.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.8	86.8	91.0	92.5	90.0	88.0	87.7	88.1	88.1	89.2	89.2	89.5	89.5	89.0	89.0
Teacher	97.8	90.3	93.8	95.6	92.9	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1

Parent	90.4	78.5	86.0	93.6	89.3	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	87.3	91.7	93.3	88.2	87.7	80.7	81.0	81.8	81.6	82.6	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.9	81.9	88.7	88.7	85.5	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	90.4	92.7	93.8	95.0	87.9	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	88.0	65.6	78.0	86.4	80.0	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	91.3	87.3	94.3	84.6	87.9	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.4	83.5	77.3	78.8	76.4	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	88.9	92.0	84.6	87.5	72.7	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	80.0	75.0	70.0	70.0	80.0	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.8	91.3	97.0	96.0	95.0	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	94.4	98.0	99.4	98.6	99.2	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	88.9	78.2	91.7	89.9	86.7	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	95.0	97.6	100	99.3	99.2	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.3	79.5	86.9	85.7	86.6	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	91.2	89.0	90.2	90.1	92.4	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	71.4	69.9	83.5	81.3	81.3	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	100.0	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.1	77.2	77.4

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.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.7	88.6	89.0	92.7	89.4	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	80.8	92.0	92.3	91.7	85.0	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	80.0	81.8	80.0	90.5	86.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	93.3	92.1	94.7	96.0	96.7	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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.															
	GLN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.9	62.2	84.9	79.9	70.6	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	96.3	93.4	93.8	94.2	89.0	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	63.5	30.9	76.0	65.7	52.1	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

Our school community be that parents, teachers, or other stakeholders, are involved in many aspects of our school. Through monthly newsletters, parent surveys and regular meetings with our parent council, parents provide regular feedback and suggestions and are incredibly supportive of our students and the school. We work in partnership with our parents and the community through collaborative activities and fundraising for worthy projects. Parents are involved in discussions related to the current school activities and ongoing initiatives. A sense of shared responsibility and cooperation among our parents, students and staff contribute to the successful, positive and inviting educational setting we have at Glen Allan Elementary School.