

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	484.000	Custodial	2.938000	Salaries	\$2,974,653	92%
Weighted	573.251	Exempt	0.000000	Supplies, Equip., Services	\$244,422	08%
Regular	484	Support	6.000000			
		Teacher	<u>21.708000</u>			
Year Opened	1949	Total	30.646000	Total	\$3,219,075	100%

School Philosophy

Allendale Junior High School, in partnership with students, parents and the community, exists to develop life-long learners who strive for personal and academic excellence. We are committed to creating a stimulating and safe learning community that supports and challenges every student to pursue and achieve superb results. This is achieved by providing quality educational programs for all of our students.

Community Profile

Allendale is located in south central Edmonton. The school serves students in the local community as well as providing a number of specialized programs of choice. All of the programs work with each other to create a climate that fosters mutual respect and understanding. Our school has an active School Council comprised of parent representatives from the various programs. We also have close working relationships with the Allendale Education Foundation (AEF), the Alberta Cultural Exchange Experience Society (ACEES) and the Association for English-German Bilingual Education of Edmonton (AEGBEE). The school is used by the community for evening rentals as part of the Joint Use Agreement with the City of Edmonton.

Programs and Organization

Allendale School proudly provides programming for a wonderfully diverse group of students. We provide grade seven to nine Regular Academic, Cogito Academic Alternative, German Bilingual and Interactions programming. Students are engaged in a wide range of core and complementary courses and there are many opportunities to be involved in clubs, intramurals, inhouse activities, school teams and school-wide spirit activities.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

AEGBEE

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Division Priority #1, Goal 2: Success for Every Student

By June 2022, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of research-based best practices. Allendale Learning Opportunity (ALO) intervention time will have clear fundamental goals that support achievement and align with our school goals facilitating action between students and staff. These actions will clearly outline the expectations for our students in the areas of literacy and numeracy. Interim measures will be in place throughout the year to track student academic progress.

Indicators of success will include: Increases in PAT's (if available) and HLAT results.

In Literacy, we will use a fall, winter and spring benchmark in the following areas:

- HLAT to track student writing
- TOWRE, TOSREC and TOSWRF to identify foundational weaknesses in the 5 Pillars of reading comprehension so we can address student needs in ALO.
- CAT-4

In Numeracy, we will use the following to identify students needing intervention and identify specific areas of need:

- CAT-4
- WRAT (computation)
- Teacher awarded marks

Results Achieved:

PATs

Language Arts PAT students at the Acceptable Standard was 80.8% and students at the standard of excellence was 35.9%.

Math PAT students at the Acceptable Standard was 85.3% and students at the standard of excellence was 55.1%.

Science PAT students at the Acceptable Standard was 89.7% and students at the standard of excellence was 52.2%.

Social PAT students at the Acceptable Standard was 89.3% and students at the standard of excellence was 52.1%.

HLAT

At or above grade level - 86.8% which is 17.0% above Division average and 13.7% up from from 2020-2021 results. When looking further into the results, Grade 7 students at grade level were 82.5%. Students in Grade 8 were at 94.0% and Grade 9 students were at 83.7% . Language Arts teachers participated in a Catchment common HLAT PD and then did collaborative marking with the Junior High Catchment to support their assessment practices. This work alongside the realignment of our LA team, has shown positive results at all levels.

CAT-4

- In Reading - Grade 7 students had a September grade level mean of 8.9 and showed 0.8 years growth by May 2022. Grade 8 students had a September grade level mean of 9.8 and showed 0.4 years growth by May 2022. Grade 9 students had a September grade level mean of 10.9 and showed 1.0 years growth by May 2022.
- In Mathematics - Grade 7 students had a September grade level mean of 8.7 and showed 0.4 years growth by May 2022. Grade 8 students had a September grade level mean of 9.8 and showed 0.7 years growth by May 2022. Grade 9 students had a September grade level mean of 10.9 and showed 0.9 years growth by May 2022.
- In Computation & Estimation - Grade 7 students had a September grade level mean of 8.9 and showed 0.6 years growth by May 2022. Grade 8 students had a September grade level mean of 9.9 and showed 1.0 years growth by May 2022. Grade 9 students had a September grade level mean of 10.9 and showed 1.0 years growth by May 2022.
- Percent of students at a stanine of 4 or higher in Reading Comprehension at Allendale was: 90% for Grade 7, 89% for Grade 8 and 93% for Grade 9.
- Percent of students at a stanine of 4 or higher in Mathematics at Allendale was: 90% for Grade 7, 89% for Grade 8 and 91% for Grade 9.
- Percent of students at a stanine of 4 or higher in Computation and Estimation at Allendale was: 86% for Grade 7, 91% for Grade 8 and 90% for Grade 9.

ALO

Literacy Intervention results based on the 5 Pillars of Reading Comprehension: Phonemic Awareness, Decoding, Fluency, and Vocabulary. 84 students started with ALO supports in October 2021.

TOWRE (Phonemic Awareness & Decoding) - 42 students started in October 2021 with intervention through ALO - 12% of students showed improvement by May 2022 in Phonemic Awareness and Decoding skills.
TOSWRF (Fluency) - 24 students started in October 2021 with intervention through ALO - 88% of students showed improvement by May 2022.
TOSREC (Vocabulary) - 18 students started in October 2021 with intervention through ALO - 17% of students showed improvement by May 2022.
Teachers also indicated that they began using language target skills in classes beyond Language Arts such as explicit academic vocabulary instruction.

Division Priority #2, Goal 3: Building Capacity through a Culture of Collaboration and Distributed Leadership
By June 2022, teachers will be provided opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on Catchment and School based opportunities for collaboration across all of the programs (German Bilingual, Cogito, Interactions and Regular) and instructional leadership roles. We will share evidence of effective assessment practices (triangulation of evidence) implemented within our catchment, school and within the various programs at Allendale. Principal Professional Learning will focus on collaborating with other principals related to assessment practices and conceptual understanding.

We will maintain a Very High Achievement measure in Quality of Education and a High Achievement measure in School Improvement on the Alberta Education Assurance Measure for the 2021-2022 School Year. District Survey Data and School Survey Data will be used to measure growth.

Results Achieved:

- Teachers and Educational Assistants worked in subject or grade level collaboration groups focusing on literacy and numeracy and curriculum alignment.
- 97.0% of families were satisfied with the quality of education at Allendale this is up 6% from the previous year (AEAM Survey May 2022) However, 90.0% of families were satisfied with the quality of teaching at Allendale which is down 5% from the previous year. (AEAM Survey May 2022)
- 87.0% of families surveyed indicated that their child clearly understand what they are expected to learn at school this is up 4% from the previous year (AEAM Survey May 2022)
- 89.0% of students surveyed said that they had opportunities to show what they are learning this is up 5% from the previous year and 78.0% indicated that the feedback that they received about their learning is helpful which is up 2% from the previous year. (Division Survey, 2022)
- 80.0% of teaching staff indicated they felt Professional Development opportunities at the jurisdiction level significantly contributed to their ongoing professional development this is down 14% from the previous year (AEAM Survey, May 2022)
- 100% of teaching staff indicated that they relied on the collaboration support of their colleagues. (School Level Survey, 2022)
- 95.0% of teaching staff indicated that building and maintaining meaningful relationships throughout the year with colleagues was possible. (Division Survey, 2022)

Priority #3, Goal 2: Supports for the whole child.

By June 2022, Allendale School will increase the opportunities for parental involvement and engagement of community partners in providing various supports for students and families. As well, we will continue to offer mental health supports to address the needs of our student population by partnering with community agencies such as Alberta Health Services, Catchment Success Coach and Inclusive Learning. Staff capacity will be developed through professional learning opportunities and targeted collaboration to support our students' mental health needs.

Measurements may include the following: the number of parents attending virtual school event/activities, parental communication, number of referrals to internal and external agencies, community partnerships and initiatives, and our results from the Alberta Education Assurance Measure in the area of parental involvement. We will also use our District Survey Data, School Dashboard, Resiliency Survey Data and School Survey Data to measure growth in this area.

Results Achieved:

- 94.0% of families felt that they received ongoing information about their child's progress in school this is up 8% from the previous year (Division Survey 2022)
- 94.0% of families felt that their child received supports and resources they need to be successful this is up 17% from the previous year (Division Survey 2022)
- 94.0% of families felt that their child was able to connect with their teacher(s) when needing help this is up 8% from the previous year (Division Survey 2022)
- 89.1% of students, staff and families who agreed that the learning environment at Allendale is welcoming, caring, respectful and safe. (AEAM Survey, May 2022)
- 84.0% of students and 94.0% of families felt their child was safe at school (Division Survey 2022)

- 54.0% of students and 69.0% of families felt that the school has provided good supports for students mental health. (Division Survey 2022)
- 82.0% of students felt that they could access help from someone at school if they were having problems not related to learning this is up 13% from last year (Division Survey 2022) We will continue to focus on increasing staff to student awareness on how to access supports in the school through the Division work with Dr. Unger.
- Reorganization of school Health program designed with specific lessons on positive mental health. Teachers indicated that this was one of our programming strengths for students at Allendale.
- Addition of a Catchment Success Coach was a huge support for students that were struggling. Success Coach was at Allendale 2 days a week.
- Inclusive Learning while a good support for students struggling with their mental health was problematic as getting timely service was an issue.
- 70.0% of families (up 42% from previous year), 70.0% students (down 6% from previous year) and 100% of teachers (up 5% from previous year) felt that students could get help with problems not related to school work. (AEAM Survey, May 2022)
- 87.1% of students, staff and families were satisfied that students model the characteristics of active citizenship at Allendale (AEAM Survey, May 2022)
- 71.0% of student (down 15% from the previous year), 97.0% of families (up 21% from the previous year) and 100% of Teachers felt that students help each other at school when they can. (AEAM Survey, May 2022)

What were the biggest challenges encountered in 2021/22?

- Moving from In-Person to Online and balancing Semester movement was a challenge that impacted teaching and learning:
 - Obtaining reliable online assessments was noted as a challenge by teachers.
 - There was a struggle with academic integrity while students were online.
 - Attendance for students who were at risk before online learning began was exacerbated.
 - Equity in regards to resources was difficult to manage in students homes ex. Chromebooks requiring internet service.
 - Online resources vs traditional hands on resources was a struggle as we were constantly trying to support families with digital resources within the limits of what we had licenses for.
 - Scheduling was a major challenge in order to maintain 4 unique programs, minimize teaching cohort and student cohorts at Allendale.
- Student social skills and peer group interaction had higher conflicts and any previous year at Allendale.
- Supporting student & staff mental health was a struggle this past year.
 - Student and Staff pandemic exhaustion became a growing concern.
- Staff have indicated that balancing their workload was a major challenge with the return to a normal school year.
- Connection to other Catchment schools was a challenge for staff PD.
- Cohorting restrictions, while required, limited how academic support was offered, if at all, to students that required intervention.
- At Allendale, we have 4 unique programs (Cogito, German Bilingual, Interactions and Regular Academic) in which teachers are expected to teach within 3 of the 4 programs (not Interactions). Each program has specific teaching philosophies.
 - One of my German Bilingual Teacher was committed to online teaching and finding qualified replacement staff was a struggle.
- CTF and Fine Arts classes were reduce in order to maintain cohort restrictions.
- We have noticed that there are gaps in learning and are working to find a way to support students in the classroom and in ALO.
- Consistent attendance of students who are at-risk. This was a big concern as some students would not attend within the online programming being offered.
- Socioeconomic diversity within our school community continues to be growing concern.

What are the implications from 2022/23 that will impact your current year plan?

- Return to a normal Junior High schedule will allow opportunities for stronger connections and relationships at school.
- Communication was reported as the biggest support to ease confusion and fear during COVID-19 from families and staff. We will continue to communicate out to our greater community:
 - Making sure that families had the opportunity to voice their concerns.
 - School response to most emails was a timely return phone call so that the concerns were heard and feedback to families was immediate.
 - Posting information in SchoolZone is a support for families.
 - Open Q & A from staff, students and families to support return to a normal school year.
- 100% of teachers indicated that their confidence with online learning programs (Google Meet, Google Classroom, etc.) was easily transferable to in-person learning.
- Allendale Learning Opportunities (ALO) will specifically focus on literacy and numeracy. Best practices during intervention time will be data driven.
- We will enhance our school wide response to intervention plan to provide literacy and numeracy support for at risk students, English Language Learners, special needs students and Indigenous students. Staff will engage in targeted professional development and collaborate with consultants to develop resources and best practices for intervention.
- We will continue to develop Anti-Racism and Equity Education days focused on issues relevant to our students in open feedback from them.
- Staff will continue to receive PD (based on Dr. Unger's work with EPSB) in regards to student resiliency and will focus on universal supports in the classroom for positive

- student mental health.
- Working to support access for the needs of students with mental health issues by getting timely access our Inclusive Learning Social Worker and Alberta Mental Health Therapist.
 - Loss of access to Success Coach will be a challenge.
 - In partnership with Alberta Health Services we will provide school parent sessions throughout the year on specific topics such as Dealing with Anxiety, Technology and the Teenage Brain and Substance Awareness.
 - Having students engage and explore Career Pathways in Health Class to better prepare them for the future. We will also look at setting up a career day in the spring.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7500 Allendale School

Assurance Domain	Measure	Allendale School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.9	87.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.1	84.2	83.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	78.4	n/a	80.2	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	44.1	n/a	43.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.0	87.8	89.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	88.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.7	84.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.4	84.6	77.4	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

Division Priority #1, Goal 2: Build on outstanding learning opportunities for all students.

By June 2023, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of research-based best practices. Allendale Learning Opportunity (ALO) intervention time will have clear fundamental goals that support achievement and align with our school goals facilitating action between students and staff. These actions will clearly outline the expectations for our students in the areas of literacy and numeracy. Interim measures will be in place throughout the year to track student academic progress.

Indicators of success will include: Increases in PAT's and HLAT results.

In Literacy, we will use a fall, winter and spring benchmark in the following areas:

- HLAT to track student writing
- TOWRE, TOSREC and TOSWRF to identify foundational weaknesses in the 5 Pillars of reading comprehension so we can address student needs in ALO.
- CAT-4

In Numeracy, we will use the following to identify students needing intervention and identify specific areas of need:

- CAT-4
- WRAT (computation)
- Teacher awarded marks

Division Priority 1

Division Priority #2, Goal 1: Advance action towards anti-racism and reconciliation.

By June 2023, teachers will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term systemic change. Teaching and learning will reflect the Division's Anti-racism and Equity Plan as teachers inform their practice through professional learning and their own professional growth.

Indicators of success will include:

- Assurance Survey
- Division Survey
- School level data
- Student and parent feedback

Action Plan:

- Catchment PD on Anti-racism and Equity
- Book Review - with Catchment Principals
- School level Anti-Racism Education Days - entire student body
- Imbedded Diversity Opportunities
- Professional Communities of Practice
- Support of Division consultants
- Diverse resources, activities, literature (etc...)
- Cultural/Heritage school-wide activities/celebrations (Black History month, Asian History month, Indigenous History month, etc...)

Division Priority 2

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		3,087,609		3,219,075
Internal Revenue		0		0
REVENUE TOTAL		3,087,609		3,219,075
Classroom	19.280000	1,982,601	19.708000	2,026,613
Leadership	2.000000	257,084	2.000000	257,999
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	102,000	.000000	110,000
TOTAL TEACHER	21.280001	2,341,685	21.708000	2,394,612
(% of Budget)		75.84%		74.39%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	353,461	6.000000	353,461
Support (Supply/OT)	.000000	16,000	.000000	18,000
Custodial	2.938000	191,580	2.938000	191,580
Custodial (Supply/OT)	.000000	12,500	.000000	17,000
TOTAL NON-TEACHER	8.938000	573,541	8.938000	580,041
(% of Budget)		18.58%		18.02%
TOTAL STAFF	30.218000	2,915,226	30.646000	2,974,653
(% of Budget)		94.42%		92.41%
SUPPLIES, EQUIPMENT AND SERVICES		114,533		166,174
INTERNAL SERVICES		54,350		74,748
OTHER INTEREST AND CHARGES		3,500		3,500
TOTAL SES		172,383		244,422
(% of Budget)		5.58%		7.59%
TOTAL AMOUNT BUDGETED		3,087,609		3,219,075
Carry Forward Included		0		-15,825
Carry Forward to Future		0		0