



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	131.000	Custodial	1.625000	Salaries	\$1,696,367	95%
Weighted	218.273	Exempt	0.000000	Supplies, Equip., Services	\$81,876	05%
Regular	131	Support	7.150000			
		Teacher	<u>10.500000</u>			
Year Opened	1957	Total	19.275000	Total	\$1,778,243	100%

School Philosophy

Our school vision is *Learners who Lead*. Athlone School is committed to building healthy, trusting relationships and we adhere to the principles of trauma-informed care. We have built and nurtured strong partnerships between students, staff, parents, and the community. We are a student-centered school community committed to learning and applying research-informed practices that strengthen academics and create an equitable, welcoming, and safe environment. We believe that our school-wide focus on literacy and numeracy provides a foundation for all students to attain their personal optimum levels of achievement across the curriculum.

Community Profile

Athlone School is located in Athlone Community and includes Blanchford Park to the north and Dunvegan Community to the west of the school. Since the 2010-2011 school year, the school has had an optimal enrollment limit to ensure the funding of full-day Kindergarten is dedicated to the children of these three communities. Much of Athlone's population comes from low-density multi-family homes in the area. Our school has a mainstream community program and a Behaviour Learning Assistance program. Students in the three BLA classes have been diagnosed with severe emotional/behavioural needs and require high levels of specialized support to assist them build emotional regulation and executive function skills. Athlone School has been identified as one of the 50 most socially vulnerable schools (HSV report). Our demographic includes 30% English Language Learners and 30% First Nations, Metis, and Inuit students. Our school is very fortunate to have a supportive and hard-working School Council, as well as many valuable community partnerships. Since September 2010 our school has leased unused classroom space to the e4c Head Start Program ages 3.5-5 year olds, and Early Learning class for 2.8-3.8 years old, as well as the Rite to Learn Dyslexia Foundation. All of these groups serve the needs of our community and further strengthen the Athlone School community. In January 2018 Edmonton Public Library opened Calder Branch within three blocks of Athlone School, which provides additional literacy resources and programs for our families. We are fortunate again this year to be included in the Alberta Education School Nutrition Program, meeting the physical and emotional needs of our learners as identified by students, parents, and staff.

Programs and Organization

Athlone offers full-day Kindergarten and grades one through grade six, as well as three designated classrooms for students identified as having severe social/emotional and behavioural challenges (BLA Program). All teachers are increasing the effectiveness of their literacy and numeracy best practices by participating in school-wide 5 Pillars of Reading and identify students requiring Literacy Interventions, and participating in First Steps in Mathematics professional learning. Teachers and educational assistants participate in professional learning with colleagues in the Ross Sheppard Catchment as well as Division PD. Students, families, and staff have access to a Mental Health Therapist two days per week. Athlone is an Apple School that promotes healthy eating choices and modeling, daily physical activity, and mental health and mindfulness training. Students and staff work together to create opportunities for students to demonstrate leadership and citizenship within the classroom, school and community. Athlone Staff is continuing to align leadership and academics to empower students and build a strong culture of respect and rigor throughout the school.

School Community Relationships

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

APPLE Schools, ATB Financial, Action for Healthy Communities (AHC), Athlone Community League, Concordia University, E4C, Edmonton Police Service, Edmonton Public Library (EPL), Elder Gisele Wood, Free Footie, H&W Produce Clareview, Indigo Chapters, President Choice Club Canada, SERVUS Credit Union Palisades Branch, Textile Art Wear Inc, The Scottish Rite Charitable Foundation of Canada, University of Alberta, University of Alberta Student Field Experiences

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 2020-2021, 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.

Athlone School Goal 1: By June 2021, our educators will expand and apply best practices to meet the needs of complex and diverse learners in the areas of literacy and numeracy to ensure data-supported growth for every student.

Results Achieved:

- Reading Screener data indicates that targeted phonics instruction is impacting growth at all grade levels and has also been instrumental in identifying students who have learning difficulties that require further assessment.
- The 5 Pillars of Literacy implemented in classrooms is positively reflected in the data. We administered norm-referenced reading screeners (TOWRE, TOSWRF, and TOSREC) 3 times during the year.
- Students who have been enrolled at Athlone from the beginning of the reading screener work, 2 years ago, the data shows these students are more likely to be reading at grade level in division 2.
- This resulted in a significant improvement in reading at every grade level in at least one area of decoding, phonemics, fluency, and comprehension. Grade 4 students averaged three or more years growth (40 standard deviations) in comprehension. Grade 1 students went from 5 students at grade level in phonics knowledge to 7 students at grade level and 2 at superior level.
- Teacher and administrator best practices in literacy instruction were enhanced through participation in the 5 Pillars of Reading professional learning, and cross-grade collaboration on phonics and phonemic awareness.
- Intervention supports were primarily focussed on students who were reading just below grade level. This led to an overall increase of 6% in the number of students reading at grade level overall.
- Heggerty phonemic awareness was used schoolwide. School based data indicates that our grade 2 students who have had two years of Heggerty instruction are scoring better on word reading assessments. It is anticipated that this will impact our reading outcomes in the coming years.
- All teachers changed their literacy practices to include sound walls, and daily word work.
- CRM (cross-grade collaboration) meetings held every 6 weeks contributed to an increase in staff capacity to deliver quality literacy instruction for a diverse group of learners.
- Several Athlone teachers used a guided math approach to instruction in their classrooms which impacted their math best practices and was noted to increase student engagement.
- Teachers focussed on open-ended questions, and math-talks to improve student mathematical knowledge and understandings.
- School administration worked closely with the Specialized Learning supports team to identify and program for vulnerable students in both our mainstream program and behavior learning assistance.

Athlone School Goal 2: By June 2021, our educators will contribute to safe, inclusive, and high-quality, learning and working environments through professional learning opportunities which enhance a trauma-informed culture of collaboration and shared leadership.

-Results Achieved:

- Targeted collaboration with teaching staff with a 6 week cycle of CRM contributed positively towards common language and understandings which enhanced trauma informed practices school wide.
- Principal and teachers participated in 8 Reading Screener Professional learning sessions and school administration participated in 3 data days to analyze data to determine next steps. These sessions supported staff understanding of the data and how to support lagging skills.
- Our students and staff were able to participate in several virtual cultural activities and learning of FNMI teachings through the Bent Arrow Pow-wow, and Coyote Pride teachings (monthly for our grade 3 and grade 4 classes)
- Leadership development was enhanced through our collaboration with West 6 and the Aspiring leaders (Ross Shep Catchment)

- Through Leader in Me, staff and students continued to focus on being model citizens in our school and community (outreach to nursing homes with cards and notes of kindness, cards sent to troops).
- Student Learners as Leaders was a school-wide focus where students continued to be leaders in their classrooms (due to cohorting).
- Apple Schools continued to be a focus on healthy eating and daily physical activity, including a year end fun day.
- One of our staff members led a Neurodevelopmental Community of practice in the division and led professional learning for our staff
- All staff groups participated in professional learning opportunities on early Thursdays and PD days that aligned with their professional growth plans, learning needs of students and their own health and wellness. PD was provided through Division, Catchment and on-site staff.
- Principal participated in a "Principal Community of Practice" supporting school staff, families and students with complex needs and trauma
- Several staff attended Rainbows training and are now Rainbows facilitators
- Staff effectively planned and engaged in online teaching throughout Covid-19.
- Restorative actions were practiced school-wide (sharing, unity circles, restorative healing)
- 27 Community partnerships were maintained (despite the inability to have outside agencies and visitors in the school building) - (e.g. Coyote Pride, Holiday Hampers, SpeechDogo, University of Alberta Students Teachers, Grant MacEwan Student Educational Assistants, study buddy, Family Centre, E4C)
- Mental Health Therapist, 3 days per week, provided targeted formal intervention to approximately 22 % of our school population, informal supports to 35% of our school community including 10% of parents. She also provided global supports to classrooms in support of student mental health needs.
- 100% of students felt safe at school (Division feedback survey)
- 100% of staff felt so-so or well during the Pandemic (Division feedback survey)
- The research-based practices that are supporting growth in student reading achievement, are evidence of high-quality learning for both staff (through PL) and students (teaching).

Athlone School Goal 3: By June 2021, our educators will enhance our unique and diverse school culture by engaging in active communication with families and community members as partners in providing support for the whole child.

Results Achieved:

- Staff feel they gained a greater understanding of the challenges facing many of our families through increased communication during the 2020-21 school year. (ie: more phone calls due to multiple transitions due to Covid).
- Continued partnerships enabled us to work with a number of groups to ensure food security, provide donated laptops/chromebooks to families.
- Increased engagement of parents and students through the use of Google classroom, during both online and in-person learning.
- Increased social media presence, through Twitter, and Facebook
- Parent Advisory Council continued to meet throughout the year.
- School Improvement - through grant funds to create outside garden, as well as regular schoolyard cleanup by staff, students
- All communication with parents through various means - Schoolzone, outside sign, class or school newsletters, Seesaw
- Increased number of parents accessing Schoolzone as a result of opportunity for teachers and office administration to support parents in learning how.
- Majority of our parents preferred to hold parent/teacher conferences over the phone (rather than google meet)
- Students participated in the following events that contributed to overall school spirit: Terry Fox Run, Read in Week, Wichitowin Night, Orange shirt day, Pride & Allyship, in-class Christmas concert, year-end fun day, virtual grade 6 farewell, Westglen Powwow and March Madness
- Visits from our Knowledge Keeper and sharing of the Treaty 6 Acknowledgement in announcements and before school events contributed to continued focus on our unique and diverse culture.
- 88% of our students feel safe, welcome and cared for (Assurance Measure).

What were the biggest challenges encountered in 2020/21?

- Disruptions as a result of shifts from in-person to online learning throughout the school year impacted the flow and continuity of teaching and learning.
- Low levels of parent participation in surveys make it difficult to gain a clear understanding of the parent perspective of our school (no parent data available on division survey due to too few responses, Assurance Measure had only 8 parent responses, unable to support parents in completing surveys due to Covid protocols)
- Increased number of students with attendance concerns impacted academic progress. Multiple reasons were identified for absenteeism including; COVID isolation, fear/anxiety over COVID cases, family issues/concerns, food/job security, mental health. Teacher's and school administrators continued to be diligent in reaching out to

families and providing/offering any supports that were available.

- The demands of quick transitions from in-person to online for quarantine periods put stress on our families who didn't have the capacity to support their children as learners.
- Staff and students were stretched as they worked together to support students who had to work in distance learning formats due to illness or requirements to isolate.
- Increased stress and anxiety amongst staff and students for various reasons (related to job/food security, ongoing pandemic, multiple transitions, health/safety concerns)
- Athlone has experienced a decline in parent involvement (Overall according to the assurance measure indicates 78.2% whereas the previous 3-year average was 91%).
- Increased number of students who required one to one support put pressure on all school staff.
- Teachers found it difficult to assess student growth and achievement online due to issues with student engagement and equity.
- Inability to invite our community partners into the building had an impact on staff and student sense of community.
- The option to attend field trips had an impact on student learning and their ability to gain background knowledge through experiential learning. Many of our students are unable to access these types of experiences outside of school.

What are the implications from 2020/21 that will impact your current year plan?

Numeracy and Mathematics continue to be an area that requires increased focus moving forward.

Building on our success, teachers wish to continue to grow and expand the processes we currently have in place for literacy (reading) and extend our practice with a focus on mathematics.

We intend to provide targeted supports in both areas including but not limited to: lead teachers to model lessons, provide professional learning, and push in/pull out intervention. Continue to build staff capacity through lead teacher, division PL and collaborative practices.

Learning supports: While teachers (100%) and students (81%) indicate they feel students have access to the appropriate supports and services at school, only 65% of parents (gr 4-6) agree. (Alberta Assurance Measure). This requires further investigation to find out if parents are not aware of the supports or if they feel the supports are insufficient at the school level. Staff will also investigate other ways we might support students and families.

Mental Health and Wellness: As we continue to see increases in students with mental health-related concerns our need for Mental Health supports has increased. Last year our Mental Health Therapist provided support to 35% of our school population. This will continue to be an area of challenge due to budget constraints. School administration and staff will continue to seek unique ways to address this issue.

Parent Engagement: -Athlone has experienced a decline in parent involvement (Overall according to the assurance measure indicates 78.2% whereas the previous 3 year average was 91%) School administration and staff will continue to monitor in hopes of determining if this is related to Covid (over the past 18 months) or due to other reasons. We will continue to provide opportunities (low level/risk) for parents to be partners in their child's education. We will continue to investigate why parent engagement in day-to-day school life is low and also what the barriers are to participate in the surveys (division and provincial).

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Athlone School (7104)



Assurance Domain	Measure	Athlone School (7104)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.8	83.0	85.2	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	55.4	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.2	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	97.9	94.9	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.2	94.5	91.0	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2022, our educators will collaborate to build and expand their ability to meet the needs of complex and diverse learners, in the areas of literacy and numeracy, to ensure success for every student. *The following measures will be used:*

- Athlone school staff will participate in the Division Equity Achievement Project and target the identified areas.
- Lead teachers (Literacy/Numeracy) will implement assessments and work with teachers to support all learners, and provide targeted interventions to at risk students
- 100% of teachers will participate in 5 Pillars Reading Project with 7 sessions of PL (Morphology, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, ELL)
- 100% of teachers will participate in Jolly Phonics training. -100% of teachers will implement Heggerty and Jolly Phonics in English Language Arts daily.
- Reading Screeners results (Fall/Winter/Spring) will continue to be analyzed by staff to effectively instruct reading and implement reading interventions.
- CAT4 data (fall and spring) will be analyzed to assist in determining targeted areas for intervention for individual students and across grade/class groups.
- Staff will participate in the First Steps in Math PD, and work alongside the Numeracy lead to build teacher's capacity in determining student's areas for growth in mathematics. The lead teacher will support teachers in determining and implementing next steps in instruction.
- Staff will examine mathematics/numeracy resources that will support student learning, in order to enhance their practices over time.
- Athlone student data tracker (including reading levels, school awarded marks, MIPI, HLATs, CAT4, Mental Health, etc) will be used to support CRM mtgs
- A school-wide focus on reading will be fostered through; book prizes, interactive readings, improved classroom and school library, book fair.

Priority 1

By June 2022, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. *The following measures will be used:*

- 100% of staff will be part of the culture of collaboration through Collaborative Response Model meetings, and PL through West 6 & Ross Shep Catchment
- Numeracy and Literacy lead teachers will attend division professional learning sessions and Community of practice meetings provided through the Equity Achievement project.
- Numeracy and Literacy lead teachers provide PL/coaching/mentoring to build staff capacity in best practices that engage students in high-quality learning.
- Teachers will have opportunities to collaborate with colleagues through professional learning sessions (First Steps in Math, Literacy PL, Dr. Ungar-Resiliency, Reading Screeners, Jolly Phonics), to share and build their repertoire of skills to support all of our students.
- Staff will be leaders in their own professional learning and will have opportunities to plan and attend sessions that align with their professional growth plans.
- Staff will have the opportunity to lead and collaborate through school-based events and initiatives (Terry Fox Run, Remembrance Day, Apple schools, Rainbows groups).
- Staff will have the opportunity to participate in the neurodevelopmental community of practice.
- Teachers will continue to use neurodevelopmental and trauma-informed practices to support the needs of our complex learners.

Priority 2

By June 2022, we will grow and enhance our rich and diverse school culture by increasing engagement with our parents as partners, and while engaging with community resources to support students and families, to provide support for the whole child.

- The following measures will be used: (internal data tracking, mtg minutes, surveys will be used to collect data)*
- 100% of our students' families will have the opportunity to participate in goal setting and parent/teacher conferences, with teachers accessing multiple points of contact.
 - Increase communication and interactions between students and their families with our MHT and our Family Liaison
 - We will continue to reach out and engage with our current Community Partnerships, and seek new partnerships where available and supportive
 - Student absenteeism will continue to be followed up with phone calls to families in order to provide supports where available.
 - Twitter, SZ, school/class newsletters, School Messenger call-outs will continue to be used to communicate with families.
 - The Athlone Parent Council will host a minimum of 5 meetings throughout the year and will continue to invite new members in multiple ways.
 - 100% of students and staff will attend the Ross Shep Catchment powwow hosted at Westglen School in May

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,796,437		1,778,243
Internal Revenue		0		0
REVENUE TOTAL		1,796,437		1,778,243
Classroom	8.600000	884,355	9.000000	925,487
Leadership	1.500000	196,874	1.500000	197,415
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	22,000	.000000	22,500
TOTAL TEACHER	10.100000	1,103,229	10.500000	1,145,402
(% of Budget)		61.41%		64.41%
Exempt (Hourly/OT)	.000000	8,500	.000000	8,500
Support	7.600000	436,789	7.150000	409,158
Support (Supply/OT)	.000000	32,880	.000000	19,250
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	4,650	.000000	6,650
TOTAL NON-TEACHER	9.225000	590,226	8.775000	550,965
(% of Budget)		32.86%		30.98%
TOTAL STAFF	19.325001	1,693,455	19.275000	1,696,367
(% of Budget)		94.27%		95.4%
SUPPLIES, EQUIPMENT AND SERVICES		69,443		54,076
INTERNAL SERVICES		32,640		26,900
OTHER INTEREST AND CHARGES		900		900
TOTAL SES		102,983		81,876
(% of Budget)		5.73%		4.6%
TOTAL AMOUNT BUDGETED		1,796,438		1,778,243
Carry Forward Included		0		0
Carry Forward to Future		0		0