School: Allendale [0500]
Address: 6415-106 Street

2021-2022 Revised Budget
Profile

Principal: Martin Fechner
Ward Trustee: Julie Kusiek

Enrolment		Staff FTE		Budget		
Normalized	469.000	Custodial	2.938000	Salaries	$3,043,912	94%
Weighted	568.138	Exempt	0.000000	Supplies, Equip., Services	$200,084	06%
Regular	469	Support	5.829000			
		Teacher	22.670000			
Year Opened	1949	**Total**	**31.437000**	**Total**	**$3,243,996**	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 in co-ordination to create a climate that fosters mutual respect and understanding across programs. 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, house 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

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2020-2021 Results Review
Results and Implications

Principal: Martin Fechner
Ward Trustee: Julie Kusiek

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.

Success for Every Student
By June 2021, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of researched based literacy, numeracy and assessment practices. Best practices such as Allendale Learning Opportunity (ALO) intervention time will have clear fundamental goals that support achievement, 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 weaknesses in the 5 Pillars of reading comprehension so we can address student needs in ALO.
In Numeracy, we will use the following to identify students needing intervention and identify specific areas of need:
- MIPI
- Teacher awarded marks

Results Achieved:

HLAT
At or above grade level - 73.1% which is 4.8% above Division average but 6.1% down from from 2018-2019 results. When looking further into the results, Grade 7 students at grade level were 83.9%. Students in Grade 8 were at 77.9%. Grade 9 students showed a drop in results from 73.3% in 2018-2019 to 56.2% in 2020-2021. The Language Arts team is developing a team approach to marking the HLAT and will be having PD to support their assessment practices. We have also reorganize how LA is structured this year.

Literacy Intervention results based on the 5 Pillars of Reading Comprehension: Phonemic Awareness, Decoding, Fluency, and Vocabulary. 73 students started with ALO supports in October 2020.
TOWRE (Phonemic Awareness & Decoding) - 62 students started in October 2020 with intervention through ALO - 11% of students showed improvement by May 2021 in Phonemic Awareness and Decoding skills.
TOSWRF(Fluency) - 50 students started in October 2020 with intervention through ALO - 38% of students showed improvement by May 2021.
TOSREC (Vocabulary) - 73 students started in October 2020 with intervention through ALO - 44% of students showed improvement by May 2021.
Teachers also indicated that they began using language target skills in classes beyond Language Arts such as explicit vocabulary instruction.

MIPI
18.5% of students that took the MIPI required intervention strategies throughout the year. ALO intervention support saw 15% of those students show improvement by May 2021.

Building Capacity through a Culture of Collaboration and Distributed Leadership
By June 2021, 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 Accountability Pillar for the 2020-2021 School Year. District Survey Data and School Survey Data will be used to measure growth.

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2020-2021 Results Review
Results and Implications

Principal: Martin Fechner
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Results Achieved:
- Teachers and Educational Assistants worked in subject or grade level collaboration groups focusing on literacy and numeracy and curriculum alignment.
- We restructured our school schedule to support cohorting expectations and support the challenge for teachers in delivering the curriculum.
- 95.0% of families were satisfied with the quality of teaching at Allendale during a challenging year (AEAM Survey 2021)
- 86.8% of families surveyed indicated that their child was engaged in their learning at school (AEAM Survey 2021)
- 84.0% of students surveyed that they had opportunities to show what they are learning and 76% indicated that the feedback that they received about their learning is helpful (Division Survey, 2021)
- When asked if their child is learning what they need to know 74% of parents agreed and 100% of teacher agreed.
- 94.0% of teaching staff indicated they felt Professional Development at the School level significantly contributed to their ongoing professional development. (AEAM, May 2021)
- 89.0% of teaching staff surveyed indicated that PD was significant in their ongoing professional development. (AEAM, May 2021)
- 100% of teaching staff indicated that they relied on the collaboration support of their colleagues. (Local Survey, 2021)

By June 2021, 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, Alberta Health Services 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 number of parents attending school event/activities, parental communication, number of referrals to internal and external agencies, community partnerships and initiatives, and our results from the Accountability Pillar in the area of parental involvement. We will also use our District Survey Data, School Dashboard and School Survey Data to measure growth in this area.

Results Achieved:
- 86.0% of families felt that they received ongoing information about their child's progress in school (Division Survey 2021)
- 77.0% of families felt that their child received supports and resources they need to be successful. (Division Survey 2021)
- 83.0% of families felt that they received information that helps them support their child at home (Division Survey 2021)
- 86.0% of families felt that their child was able to connect with their teacher(s) when needing help (Division Survey 2021)
- 88.8% of students, staff and families who agreed that the learning environment at Allendale is welcoming, caring, respectful and safe. (AEAM, May 2021)
- 89.6% of students, staff and families were in 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 the school. (AEAM, May 2021)
- 92.0% of students felt safe in their school community (Division Survey 2021)
- 91.0% of families and 86.0% of students agreed that they knew what the school was doing to keep their child safe during the pandemic (Division Survey 2021)
- 82.0% of students felt that the school had made it easy to move between in-person and online learning during the school year (Division Survey 2021)
- 69.0% of students felt that they could access help from someone at school if they were having problems not related to learning (Division Survey 2021) We will continue to focus on increasing student awareness on how to access supports in the school.
- 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.
- Inclusive Learning was a good support for students struggling with their mental health.
- 83.5% of students, staff and families were satisfied that students model the characteristics of active citizenship at Allendale (AEAM, May 2021)

What were the biggest challenges encountered in 2020/21?
- Moving from In-Person to Online was a challenge that became easier with time but still had impacts in learning:
  - Technology - hardware, software and Internet issues were a struggle for some of our families.
  - Students would not engage in Google meets with cameras or microphones leaving teaching staff struggling for immediate feedback.
  - Obtaining reliable 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.

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2020-2021 Results Review

Results and Implications

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- 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.
- Supporting student & staff mental health was a struggle.
- Student and Staff pandemic exhaustion became a growing concern near the end of the school year.
- Staff have indicated that balancing their workload was a major challenge.
- Cohorting restrictions, while required, limited how support was offered, if at all, to students that required intervention.
- At Allendale, we have 4 unique programs (Cogito, German Bilingual, Interactions and Regular) in which teachers are expected to teach within 3 of the 4 programs (not Interactions). Each program has specific teaching philosophies.
- Scheduling was a major challenge in order to maintain 4 unique programs, minimize teaching cohort and student cohorts at Allendale.
- CTF and Fine Arts classes were reduce in order to maintain cohort restrictions.
- Students in our Interactions program that chose online learning for the year struggled with connecting to the class and as a result had low attendance.
- 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. However, with online students being so detached from Allendale teaching staff it is very difficult to have clarity for all students under the current conditions.
- Consistent attendance of students who are at-risk. This is now a bigger concern as some students are not attending within the online programming being offered.
- Socioeconomic diversity within our school community is a growing concern.

What are the implications from 2020/21 that will impact your current year plan?
- Staggered entry was a huge advantage to revisit the structure and protocols at school with regards to COVID expectations for students. With a lot of online students returning to Allendale and our new grade 7 population this was and will continue to be important work.
- The Return to School Plan was very helpful for the school and community.
- Junior High scheduling was a challenge this fall. At Allendale we have a 5 Day rotation as compared to our 2 Day COVID response schedule last year. Students, staff and families have indicated that this first step in a return to a "normal" junior high school year and has been huge for student and staff positive mental health.
- Orientation visits by administration to support processes in place in the school and answer questions students may have.
- Communication was reported as the biggest support to ease confusion and fear from families and staff. We will continue this work as survey data supports the work we are doing.
  - 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 weekly is a support for families.
  - Open Q & A from staff, students and families to support return to school.
- Question of maintaining a high quality level of instruction will be difficult this year when relationships continue to have strict restrictions. Online and in-person learning cohorts are not connected at this point.
- 100% of teachers indicated that their confidence with online learning programs (Google Meet, Google Classroom, etc.) was easily transferable to in-person learning this year and felt that they would be able to pivot in a short time to online if required this year.
- Allendale Learning Opportunities (ALO) will specifically focus on literacy and numeracy. Best practices during intervention time will be data driven. We are limited in our organization based on cohort restrictions.
- 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.
- Restrictions in place for student cohorts will not allow us to return to our multigrade level Eagle Groups. Instead, we will rely on our Health classes and Leadership class to spearhead some of our community spirit events.
- Staff are receiving PD (based on Dr. Ungers work with EPSB) in regards to student resiliency and will focus on universal supports in the classroom for positive student mental health. Addition of a Catchment Success Coach will support this work with students and staff.
- 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.
- 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

Spring 2021

Allendale School (7500)

Assurance Domain	Measure	Allendale School (7500)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.2	89.5	82.9	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	81.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	39.6	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	87.8	91.4	89.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.6	81.9	76.6	Very High	Maintained	Excellent

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.

School: Allendale [0500]
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2021-2022 Plans
Plans

Principal: Martin Fechner
Ward Trustee: Julie Kusiek

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.

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

Priority 1

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.

Priority 2

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.

Priority 3

School: Allendale [0500]
Address: 6415-106 Street

2021-2022 Revised Budget
Budget Summary Report

Principal: Martin Fechner
Ward Trustee: Julie Kusiek

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,077,871		3,243,996
Internal Revenue		0		0
REVENUE TOTAL		**3,077,871**		**3,243,996**
Classroom	18.605000	1,913,190	20.670000	2,125,537
Leadership	2.000000	255,403	2.000000	257,084
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,000	.000000	100,000
TOTAL TEACHER	**20.605000**	**2,278,593**	**22.670000**	**2,482,621**
(% of Budget)		**74.03%**		**76.53%**
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.829000	343,711	5.829000	343,711
Support (Supply/OT)	.000000	13,000	.000000	13,000
Custodial	2.969000	193,122	2.938000	191,580
Custodial (Supply/OT)	.000000	14,000	.000000	13,000
TOTAL NON-TEACHER	**8.798000**	**563,833**	**8.767000**	**561,291**
(% of Budget)		**18.32%**		**17.3%**
TOTAL STAFF	**29.403000**	**2,842,426**	**31.437000**	**3,043,912**
(% of Budget)		**92.35%**		**93.83%**
SUPPLIES, EQUIPMENT AND SERVICES		169,712		144,834
INTERNAL SERVICES		65,734		55,250
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		**235,446**		**200,084**
(% of Budget)		**7.65%**		**6.17%**
TOTAL AMOUNT BUDGETED		**3,077,872**		**3,243,996**
Carry Forward Included		0		0
Carry Forward to Future		0		0