

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.000000	Salaries	\$1,649,202	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$86,946	05%
Regular	0	Support	6.500000			
		Teacher	<u>9.500000</u>			
Year Opened	1956	Total	19.000000	Total	\$1,736,148	100%
				Internal Revenue	\$189,688	

School Philosophy

Avonmore is a kind, caring and safe school that encourages students to respect others and the learning environment. We encourage students to be their best selves, to take risks, and to be bold and brave. Through our physical activities, citizenship activities and emotional health activities we promote and model physical and emotional health. We are committed to strive with persistence towards excellence and maintaining the highest level of achievement possible. We celebrate diversity and see the goal of learning as a team effort. We believe that parents and stakeholders are valued members of our team and as we communicate openly and work collaboratively, student learning improves. Our slogan, "All Learners/All Teachers/Together" reinforces the importance of learning and honours the strengths and skills that everyone brings to Avonmore's learning community.

Community Profile

Avonmore School is set in the established southeast community of Avonmore. The school borders a large park site with a number of soccer fields. The Avonmore Community League building is adjacent to the shared community playground and spray park. The school serves students from various family and cultural communities. We provide inclusive learning opportunities as well as several self contained classes for our students with special needs and celebrate each child's learning successes. Parents are actively involved in the school through volunteering in classes, fundraising, participating in student conferences and involvement with the school council.

The Avonmore Children's World out-of-school care program leases space in our school and provides out of school care for our students Kindergarten through Grade 6. Metro Continuing Education shares the Avonmore School facility. Metro students and staff utilize the newly renovated two storey south end of the building. Avonmore School uses the north end of the building.

Programs and Organization

Avonmore's program offerings provide students different paths to achieve academic and personal success.

We offer:

- Elementary (Kindergarten-Grade 6 with combined grade groupings).
- French as a Second Language is offered to students in grades 4-9
- Inclusive programming for our community students with identified special needs
- Community Living Skills and Community Living Skills-Behaviour and Learning Assistance, Grades 1-6

School Community Relationships

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

Avonmore Children's World Out of School Care, Avonmore Community League, The Family Centre

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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Goal: Success for Every Student

By June 2020, all students at Avonmore School as part of the McNally Catchment will demonstrate growth in achievement in the areas of literacy and numeracy. Tailored support through a variety of interventions are provided in needed areas. Student growth will be monitored using summative and formative assessment practices. Measures such as PATs, high school completion, drop-out rates, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher professional judgment (informed by conversation, observation and student products) will guide instruction.

We will do this by:

- exploring ways to best meet the needs of our students in both literacy and numeracy
- continuing to deepen our assessment, literacy & numeracy practices
- defining a system of intervention to best meet the needs of our complex learners
- providing parents with the information they need to monitor and support the learning of their children

Results Achieved:

In response to the COVID-19 pandemic, in-class instruction shifted to emergent online teaching in March of 2020. Subsequently, the grade 6 Provincial Achievement Tests (PATs) were canceled for the 2019-2020 school year as was the spring Highest Level of Achievement Test (HLAT) for writing.

The teaching staff from Avonmore participated in eight PD sessions to learn research-based, high leverage practices to improve reading for every student, including phonological awareness, phonics, reading fluency, vocabulary, comprehension, morphological awareness, structured word inquiry, and English language learner instruction. With this knowledge Avonmore School staff met with students individually to assess their reading ability and skills by taking this information we gathered we were able to collaborate and identify essential learning outcomes and develop plans together around how to teach our students effectively and then compare results to see what worked best.

As a school we created two processes to ensure we are supporting students' needs. These processes were intervention plans and a transitioning document. With these two documents Avonmore staff are able to target supports and interventions for our students who required extra support and interventions.

Also in the early fall, teachers analyzed student results from the Math Intervention Programming Instrument (MIPI) and provided in class interventions for students who were identified as requiring additional support. Monitoring student progress in Math throughout the year allowed us to provide timely interventions to students in need of additional support. Students were able to participate in small group targeted work within the classroom to support them on their math skills. Also our teachers took some time to learn about guided math and how to do it in our classrooms.

As we have a high percentage of special needs in our school our teachers in the CLS program took the time to explore more tools and assessments to support our students in their literacy and numeracy skills.

We also provided opportunities for families to work alongside us in our literacy journey by having literacy events and to participate in our home reading program called Reading Across Edmonton.

Goal: Building Staff Capacity, Expertise and Leadership

By June 2020, all staff at Avonmore School as part of the McNally Catchment will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning.

Areas of focus include: literacy and numeracy, mental health, Indigenous education, citizenship, technology, and leadership development. This will be measured by the

Accountability Pillar, formal and informal surveys, staff participation at catchment communities of practice and professional development days, individual professional development opportunities and teacher reflective feedback based on self-identified goals.

We will do this by:

- aligning teacher observations & feedback to the new TQS
- deepening our use of evidence based decision making to support student learning
- using evidence of student learning to inform and improve instructional practices
- working collaboratively to meet our school goals
- engaging in meaningful, job-embedded professional learning

Results Achieved:

Staff engaged in a number of professional learning opportunities which focused on challenging and improving our assessment and evaluation practices in literacy. The most practical outcome of this work was developing a school-wide process to assess our students in their reading. This work helped us to focus on the collection of best learning practices so we could better support our students. As indicated by the Accountability Pillar measures related to Education Quality and School Improvement students, parents and staff satisfaction levels have improved and now indicate a very high level of achievement.

In our staff gathering once a month we also worked on our best practices as a school community that was enhanced by collaborating with outside supports and consultants to provide guidance in how to support our students mental health and Indigenous education. This was done through the use of two social worker practicum students, mental health professional development at staff meetings as well as Catchment PD days. Through these opportunities staff was able to enhance their leadership capacity by taking the lead in these areas.

Our staff also worked on how to be more inclusive as a school and how we can support the diverse learners as a whole team. This was achieved by having the CLS classes open their doors and allowing us to be part of their practice.

Students were also able to participate in our Rhythm to Recovery program that was led by one of our teachers. This program delivers therapeutic opportunities uses engaging rhythmic musical activities to support social and emotional development. This approach supported our students to in their emotional regulation, improve their social connection and reduced levels of anxiety.

We also took advantage of our community supports:

- Involvement of two Grant McEwan Social Worker whose work supported us in getting community partners involved to support our families
- Practicum students (University of Alberta and Concordia) for mentorship
- U of A wrestling came to support students and Basketball of Alberta Junior NBA program
- Artist in Residence both in music and physical education
- E4c for their support of food hampers during COVID lockdown in the spring
- We brought in outside supports for basketball and drama clubs

Goal: Parents as Partners

By June 2020, all staff at Avonmore School as part of the McNally Catchment we will actively involve and engage stakeholders in providing support for students and families. Measurements may include: the number of families attending school events/activities, family communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.

We will do this by:

- making our communication with parents intentional and effective; determining what needs to be communicated to parents so they can understand and support our school goals
- continuing to enhance our partnerships, inside the District as well as with community agencies to support our students and families
- providing extra-curricular opportunities for students (clubs, team sports, etc.)

- Supporting our school community through literacy and numeracy events

Results Achieved:

In response to the COVID-19 pandemic, in-class instruction shifted to emergent online teaching in March of 2020. Subsequently, the Division's Feedback Survey was canceled for the 2019-2020 school year.

Data gathered from the Alberta Education's Accountability Pillar indicate an 93.7% satisfaction rate for "parental involvement in decisions about their child's education", a 24.4% increase from the previous year and 11.9% higher than the provincial average.

As a staff, we worked together with parents to support each child's learning journey. We provided multiple opportunities for parents to engage in conversations and provide feedback to help guide our collective work. We had a distinctly higher rate of family participation and attendance at school events such as Meet the Teacher Evening, Parent Teacher Conferences, and/or Student Led Conferences and literacy events. Teachers also regularly held formal and informal meetings with parents, and/or direct communications via email/phone. All teachers continue to use daily student agendas, Schoolzone or communication pouches to regularly communicate with parents.

During the 2019-2020 school year, our School Council was officially developed. They met regularly and provided valuable feedback and input in school operations and initiatives. They planned and hosted a variety of school wide activities that generated school spirit and fostered a sense of community within our school and beyond. With the support of our School Council and Fundraising Society, we were excited to purchase over \$50,000 worth of supplies to further support and enhance student learning such as technology, literacy resources, alternative classroom supports and classroom based field trip subsidies.

What were the biggest challenges encountered in 2019/20?

Meeting the needs of complex learners continued to be a challenge. The number of students reading below grade level increased despite significant interventions. An increasing number of students required mental health services, but were unable to receive the necessary supports due to a limited availability of services from the City of Edmonton Regional Collaborative Service Delivery (RCSD) team and/or Inclusive Learning. We also faced the challenge of a high turnover of support staff both in the classroom and in our office. Another significant challenge was moving from in class to online learning and trying to keep that connection and engagement with the students and parents.

What was most important for your school community as you prepared for the 2020-2021 school year?

As we prepared for the 2020-2021 school year the most important for the Avonmore staff was to make the learning space, classroom, and school a caring and safe environment for students to be welcomed back into. We want to keep our families and parents connected to our class and school and create a partnership in learning both in person and online. Through this journey we also want to ensure we are accommodating the new measures under the COVID - 19 protocols. The mental health of students as they return to school is also very important as we want to ensure that each student feels safe and cared for here at Avonmore.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7501 Avonmore School



Measure Category	Measure	Avonmore 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
Safe and Caring Schools	Safe and Caring	90.1	87.3	87.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.0	66.9	73.2	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	92.4	84.4	88.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	37.0	64.7	63.4	73.8	73.6	73.6	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	7.0	12.5	14.2	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	84.4	89.9	84.4	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.8	85.9	86.0	83.3	82.9	83.2	High	Declined	Acceptable
Parental Involvement	Parental Involvement	93.7	69.3	77.2	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	94.4	60.8	68.4	81.5	81.0	80.9	Very High	Improved Significantly	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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.

Success for Every Student

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student competence in literacy and numeracy. At Avonmore School by June 2021, all students will demonstrate growth in the areas of literacy and numeracy. Assessments such as HLAT Writing, Fountas and Pinnell, TOSREC/TOSCRF/TOWRE, MIPI, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. We will use data from the Provincial Accountability Pillar, Division Feedback Survey, and regular monitoring of other relevant sources of data to measure and report this growth. We will continue to do our work with a multi-tiered system of support, providing targeted intervention based on data collected from standardized tests and MIPI results in both literacy and numeracy.

Priority 1

Building Staff Capacity, Expertise and Leadership

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality, learning and working environments. At Avonmore School by June 2021, all staff will enhance their instructional practices through engagement in online catchment collaboration through networks created in previous years, and job-embedded professional learning. Topics addressed may include literacy and numeracy, mental health, Indigenous understandings, use of technology to enhance learning, differentiation, and leadership development. This will be measured by the Accountability Pillar, staff surveys, staff participation in catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals. We will do this by deepening our use of evidence based decision making to support student learning, use evidence of student learning to inform and improve instructional practices, engage in meaningful, job-embedded professional learning.

Priority 2

Parents As Partners

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. At Avonmore School by June 2021, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of opportunities to participate in virtual school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Accountability Pillar and Division Feedback Survey. We will do this by making our communication with parents intentional and effective; determining what needs to be communicated to parents so they can understand and support our school goals, continue to enhance our partnerships, inside the District as well as with community agencies to support our students and families, provide extra-curricular opportunities for students when we are able to (clubs, team sports, etc.) and supporting our school community through literacy and numeracy events.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		1,546,460		1,546,460
Internal Revenue		189,688		189,688
REVENUE TOTAL		1,736,148		1,736,148
Classroom	8.500000	873,724	8.500000	873,724
Leadership	1.000000	131,208	1.000000	131,208
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	40,000	.000000	40,000
TOTAL TEACHER	9.500000	1,044,932	9.500000	1,044,932
(% of Budget)		60.19%		60.19%
Exempt (Hourly/OT)	.000000	8,000	.000000	8,000
Support	6.500000	357,338	6.500000	357,338
Support (Supply/OT)	.000000	35,000	.000000	35,000
Custodial	3.000000	198,932	3.000000	198,932
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	9.500000	604,270	9.500000	604,270
(% of Budget)		34.81%		34.81%
TOTAL STAFF	19.000000	1,649,202	19.000000	1,649,202
(% of Budget)		94.99%		94.99%
SUPPLIES, EQUIPMENT AND SERVICES		25,900		25,900
INTERNAL SERVICES		61,046		61,046
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		86,946		86,946
(% of Budget)		5.01%		5.01%
TOTAL AMOUNT BUDGETED		1,736,148		1,736,148
Carry Forward Included		0		0
Carry Forward to Future		0		0