

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	712.000	Custodial	3.625000	Salaries	\$4,040,471	96%
Weighted	787.812	Exempt	0.000000	Supplies, Equip., Services	\$185,388	04%
Regular	712	Support	6.000000			
		Teacher	<u>31.226000</u>			
Year Opened	1969	Total	40.851000	Total	\$4,225,859	100%

School Philosophy

At Londonderry Junior High School we believe every child can be successful. Because of this belief, professional excellence is our standard. Complementing our very strong commitment to academic excellence, we also place a very high value on the importance of providing a caring, nurturing and supportive environment for learning. This environment also includes expectations which encourage personal responsibility as well as respect and tolerance for all individuals.

Community Profile

Londonderry is situated in the northeast part of Edmonton. It's northern boundary is 153 Avenue, it's southern boundary is 137 Avenue; it's western boundary is 82 Street and its eastern boundary is 66 Street. The immediate community consists of low through middle income single and multi-family dwellings with a mixture of semi-skilled, skilled and professional workers. Less than half of our student population originates in the neighborhood; the other students travel here from outside our school boundaries from many of the elementary schools in the greater northeast area of Edmonton. Our students have a broad mix of ethnic, cultural, religious, linguistic and national influences shaping who we are as a school community. These influences originate from many different regions of our world and help mold the character of our school in a manner that continually generates a very stimulating and rich learning and teaching environment.

Programs and Organization

We have 22 classes for 692 students. We are a district site for Pre-Advanced Placement, Opportunity and Mandarin Bilingual programs. We have an Academic Success Centre which is available for students requiring extra time to complete assessments or for those needing additional assistance. We provide an intramural program, numerous extra-curricular athletic and non-athletic programs. Students have access to over 300 portable netbook computers/Chromebooks and 35 networked computer stations. Complementary courses offered to students include: Art, Band, Construction, Drama, Fashion Studies, Food Studies, Guitar, Leadership, Mandarin Language for Beginners, Outdoor Education, Visual Communications, Dance and Science discovery.

School Community Relationships

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

Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, 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 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.

Londonderry Students will demonstrate growth and success and achieve a better understanding of the curriculum with a specific focus on Literacy and Numeracy(Math)

Strategies and Action Plan:

- Language teachers will be given PD based on how to determine Reading levels in Junior High students so that we can better determine next steps
- The school will provide resources such as chromebooks for students to practice both language proficiency as well as numeracy
- The school will provide EA support for small group learning in Mathematics for students.
- English Language Learners will be given Extra support in Math and English within the timetable during the day

Measures:

- Increase in School Improvement in the AP Survey
- Increase in Student Satisfaction as measured by the Division Survey and the Accountability Pillar Survey and internal surveys

Successes:

- Teachers now have a better understanding of how to determine junior high students reading levels.
- Technology use has increased over the last year where we are well above the student to device recommended ratio we are currently at 1.15 devices per student
- 2 of our educational assistants worked with students in both numeracy and literacy and small groups and have seen great gains in the students understanding of concepts and the written language
- Student learning and engagement results mirror the province, catchment and Division as measured by the AEA Survey
- Program of studies higher than the province, catchment and Division as measured by the AEA Survey

Londonderry Staff are committed to creating learning and working environments in which every person in the building feels safe, welcomed, cared for and respected.

Strategies and Action Plan:

- Covid 19 safety strategies will be enforced through education and compassion
- Schoolzone and monthly emails directly to parents with information regarding the pandemic and how we are succeeding in our school
- We will design school wide strategies to foster staff and student health and wellness including but not limited to social-emotional health, physical health, and mental health.
- Collaboration and PD for staff focused on specific subjects to increase staff capacity
- Positive phone calls to families regarding students conduct and improvements

Measures:

- Parent engagement will improve as measured by the APS
- Safe and Caring Schools will improve as measured by the APS
- Teacher moral and anxiety will be lessened as observed and through conversations
- Staff will find value in the Professional Development in the school as measured by the Division Survey and observations and conversations

Successes:

- Parental involvement is higher than the 3 year average as well as the catchment, Division and province
- In general staff felt supported this year as indicated by Division Survey at 83%
- Staff also felt like they could build and maintain quality relationships with students and parents as measured by the Division Survey
- 92% of parents felt that their child was in a safe and caring environment as measured by the AEA Survey

Londonderry School will continue to foster growth and success of students and families by establishing community partnerships and to provide supports and services.

Strategies and Action Plan:

- We will work together with feeder schools to ensure a smooth transition from grade 6 to 7 and from grade 9 to grade 10
- Continue to communicate with parents on a monthly basis through school zone and direct emails
- Continue to improve relationships with community partners that have already been established to meet the needs of our community
- Improve the knowledge of families in regards to career pathways by improving our yearly connections to our high school

Measures:

- Parent involvement will increase as per APS
- Increase in Educational Quality and Work preparation as measured by APS
- Student internal surveys

Successes:

- Our partnership and relationship with our high schools in terms of proper programming is a strength of our program
- Parental involvement has increased over the 3 year average as measured by the AEA Survey
- Educational Quality is over 84% as measured by the AEA Survey
- Information to parents about their child's learning was very high at 84% as measured by the Division Survey
- 84% of students felt safe in their school community as measured by the Division Survey

What were the biggest challenges encountered in 2020/21?

- Staff not feeling supported during their online portion
- Staff not knowing the process to access specialized learning
- Students and parents felt that there was not enough access to programs in the school
- Student conduct was low. Only 53% of students felt that students cared about each other
- Programs, like Art and Music were missing during the pandemic and this was reflected in the surveys
- Career and course planning were also low at 44% and 45%

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

- Create Londonderry Teams: on Diversity, Health and Wellness, Numeracy and Literacy which will enhance all aspects of the school community
- Communication with all stakeholders on all of the supports that are available for staff, students, and families
- Implement more activities to create a positive school culture, Lions Pride, student awards, citizen recognition
- Work closely with outside agencies to provide family supports, especially to our new Canadians
- Efficient communication with stakeholders
- Have a Career Week to engage students on possibilities that are open to students

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Londonderry School (7534)



Assurance Domain	Measure	Londonderry School (7534)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.3	n/a	n/a	n/a	n/a	n/a
	Citizenship	75.3	80.1	79.6	Intermediate	Declined	Issue
	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	71.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.0	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	84.5	90.8	90.1	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.9	84.1	80.5	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.

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.

Londonderry Students will demonstrate growth and success and achieve a better understanding of the curriculum with a specific focus on Literacy and Numeracy(Math)

Strategies and Action Plan:

- The school will provide EA support for small group learning in Mathematics and Language Arts for students
- English Language Learners will be given extra support in Numeracy and Literacy within the timetable during the day
- Regular students having challenges will be grouped together for extra support in Numeracy and Literacy
- Staff and Student Literacy and Numeracy Teams have been created to bring attention to the importance of numeracy and literacy in all areas of life

Measures:

- Increase in School Improvement in the Assurance Survey
- Increase in Student Satisfaction as measured by the Division Survey and internal surveys
- Students will improve their learning as measured by the CAT4 in the Spring

Priority 1

Londonderry Staff are committed to creating learning and working environments in which every person in the building feels safe, welcomed, cared for and respected.

Strategies and Action Plan:

- Use the Youth Resiliency Survey results to identify students that are low in engagement and resiliency and create a plan to nurture and support these students
- Create a Diversity Team of staff and students to ensure everyone feels welcome & create a Health and Wellness Team for the mental and physical health of our students
- Hire a school counsellor to ensure students that are in need get the assistance that they require
- Collaboration and PD for staff focused on specific areas to increase staff capacity around diversity, and health and wellness

Measures:

- Staff will be more aware of the mental health supports as measured by Division Survey
- Students will show an increase in connection to the school as measured by the Resiliency Survey
- Students will show an increase in connection to other students as measured by the Division Survey
- Staff will find value in the professional development in the school as measured by the Division Survey and through observations and conversations

Priority 2

Londonderry School will continue to foster growth and success of students and families by establishing community partnerships and to provide supports and services.

Strategies and Action Plan:

- Work with the cultural society to ensure our communication is getting to the families who are new to Canada
- Edmonton Immigrant Services Association staff who work with our Somalian students as well as the Family Center success coach for student support
- Work together with our transition schools to ensure a smooth transition from grade 6 to 7 and from grade 9 to grade 10
- Improve the knowledge of families in regards to career pathways by improving our yearly connections to our high school

Measures:

- Parents/Families will feel that there is a stronger connection to the teachers and the school as measured by the Division Survey
- Parents/Families will feel the school provided supports needed for their physical and mental well being as measured by the Division Survey
- Students feel safe, welcomed and connected in their school community as measured by the Resiliency Survey

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		4,279,054		4,225,859
Internal Revenue		0		0
REVENUE TOTAL		4,279,054		4,225,859
Classroom	27.579000	2,836,004	27.636000	2,841,865
Leadership	3.291000	422,347	3.090000	403,974
Teaching - Other	.000000	0	.500000	51,416
Teacher Supply	.000000	125,250	.000000	125,000
TOTAL TEACHER	30.870001	3,383,601	31.226000	3,422,255
(% of Budget)		79.07%		80.98%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	431,962	6.000000	374,947
Support (Supply/OT)	.000000	6,500	.000000	6,500
Custodial	3.625000	225,769	3.625000	225,769
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
TOTAL NON-TEACHER	10.625000	675,231	9.625000	618,216
(% of Budget)		15.78%		14.63%
TOTAL STAFF	41.495001	4,058,832	40.851000	4,040,471
(% of Budget)		94.85%		95.61%
SUPPLIES, EQUIPMENT AND SERVICES		153,572		124,238
INTERNAL SERVICES		66,650		61,150
TOTAL SES		220,222		185,388
(% of Budget)		5.15%		4.39%
TOTAL AMOUNT BUDGETED		4,279,054		4,225,859
Carry Forward Included		0		0
Carry Forward to Future		0		0