

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	550.000	Custodial	3.000000	Salaries	\$3,297,949	97%
Weighted	608.761	Exempt	0.000000	Supplies, Equip., Services	\$104,140	03%
Regular	550	Support	4.000000			
		Teacher	<u>26.444000</u>			
Year Opened	1966	Total	33.444000	Total	\$3,402,089	100%

School Philosophy

Through building positive relationships, providing high quality classroom learning environments and a dynamic school culture focused on academics, athletics and the arts, students have the conditions to flourish leading to individual fulfillment and success, both now and in the future.

Community Profile

École Avalon School is a junior high school located in the Lendrum neighbourhood of Southwest Edmonton. Avalon serves approximately 550 students from the school communities of Lendrum, Malmö, Lansdowne, Brander Gardens, Greenfield, and Richard Secord. École Avalon School serves a broad range of student needs and is a designated site for French Immersion and Behaviour Learning Assistance. At Avalon, we are fortunate to have the extensive support and involvement of an active Parent Council and the Avalon Instrumental Music Society (AIMS). Dedicated parent and community volunteers support student learning and the coaching of interschool sports teams. Avalon is an active site for student-teacher training in collaboration with the University of Alberta, Kings University, and Campus St. Jean.

Programs and Organization

École Avalon School provides programming for approximately 550 students, grades seven to nine in three programs. Our school has a Regular Junior High program, is the largest division site for Junior High French Immersion and has one Behaviour Learning Assistance Classroom (Grades 7-9). We encourage students to accept responsibility for their actions, treat each other with respect and dignity, and actively engage in learning and school citizenship. We provide high quality experiences in the fine arts, competitive athletics programs and dynamic student leadership and community service initiatives and involvement.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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.

By June 27, 2021, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy, numeracy, and bilingualism as measured by results on the HLAT and MIPI tests as well as through student reading levels.

The following strategies and actions will be used to achieve this goal:

- continuation of implementation of research based assessment practices including targeted feedback, and triangulation of evidence
- intentional use of My Blueprints with students to develop their understanding of learning styles and strengths
- encourage high levels of school and home cooperation through email correspondence, School Zone, Google Classroom and monthly interim reports
- number of students that choose to continue in French Immersion in High School

Results Achieved: Student achievement in writing demonstrated on the HLATs stayed the same as the last assessments in 2018-2019. The number of students reading at grade level increased by 2.8%, from last year and the number of students in second language programs reading at grade level increased by 0.8%. MIPI results were concerning with a decrease of 10.3% in students at or above grade level. 28% of grade nine French Immersion chose to go to Regular Programs for High School. 80% of these students chose a high school within proximity to their residence that did not have a French Immersion program.

By June 27, 2021, staff will have experienced increased opportunities to enhance their professional capacity and leadership through a culture of collaboration and distributed leadership as measured through satisfaction on the District Satisfaction Survey including Healthy Work Environments, Respectful Work Environments and Welcoming Environments; and Accountability Pillar indicators of School Improvement and Quality of Education.

The following strategies and actions will be used to achieve this goal:

- monthly collaborative teacher team meetings to support ongoing targeted supports for students
- monthly/bi-monthly Design Team collaborative meetings to discuss systems, processes, initiatives, and ongoing supports for school culture, open to all interested staff
- distributed leadership organization at the subject level- each staff member taking on collaborative roles to support subject specific initiatives and collaboration
- promotion and support for professional development opportunities to support ongoing professional curiosity and inspiration
- monthly sharing of professional learning and implications for staff professional learning plans

Results Achieved:

- This year, the Division Survey Results measured items specific to the re-entry plan and our unique learning environment. On this survey, 100% teachers agreed or strongly agreed that they felt supported in their work this year.
- Accountability Pillar Results:
 - Quality of Education Overall: 100% teachers reported as satisfied or very satisfied with the quality of teaching at Avalon School.
 - 98.5% of staff indicated they were satisfied with the overall quality of basic education- the difference articulated in questions related to students finding work challenging (93%) and students being clear about what they need to learn (95%).
 - School Improvement: 70% of staff indicated that quality of education improved or stayed the same over the last 3 years. This was a decline of 8% from 2020 but an increase of 30% from 2019. 20% of the respondents replied Don't Know and this may be explained by the number of new staff to our school last year.

By June 29, 2021, staff, students and families will communicate an improvement in the learning and working environment at Avalon School. This will be measured through satisfaction responses on the Accountability Pillar in the areas of Quality Education, Work Preparation, Parental Involvement and School Improvement and on the District Survey in the areas of Citizenship and Leadership, Healthy Environments, Respectful Environments, and Welcoming Environments.

The following actions and strategies will be implemented to meet these goals:

- distributed leadership, use of student leadership options classes to provide multi grade engagement and leadership opportunities in a wide scope of activities for all students
- intentional conversations and activities to address and meet staff wellness needs at staff meetings and staff professional learning days
- celebrating and supporting staff engagement in positive staff and school culture initiatives
- implementation of a positive referral process to recognize student engagement and citizenship
- continuation of focus on mental health awareness and wellness through activities and conversations
- teachers will more intentionally include skills in concept based learning

Results Achieved:

Accountability Pillar Results:

- Citizenship Overall: 88.2% satisfaction that students model characteristics of active citizenship. This is an increase from the 3 year rolling average of 85.7%
- Safe and Caring Overall: 90.6% agreement that students are safe at school and learning the importance of caring for others, are learning respect for others and treated fairly in school. This is a decrease of 0.7% from last year.
- Parental Involvement Overall: 78.1 % satisfaction with parental involvement in decisions about their child's education. This is an increase from the previous 3 year rolling average of 75%

Of note: This reflects a 2.8% decrease from last year. Parent satisfaction dropped 6.3% primarily a reflection of a drop of 21 % in answer to the question "To what extent are you involved in decisions at your child's school?" Teachers indicate 91% satisfaction with parental involvement in decisions about the child's education.

What were the biggest challenges encountered in 2020/21?

- It was a unique and challenging year for teaching and learning during a global pandemic with many interruptions to continuity of learning back from in person to online learning, as well as interruptions for class isolation and teacher absences due to isolation requirements.
- Mathematics results on the MIPI are very concerning and we need to better understand student needs in this area and determine targeted next steps to support student success.
- Citizenship remained high despite the interruptions, and teachers indicated high levels of support and satisfaction with the quality of education and opportunities despite the uncertainty of the year.
- Teachers and administrators are supporting increasing requests from students and parents to support students with high levels of anxiety and depression. To provide this at the school when students are feeling troubled, requires substantial staff resources and in many cases requires specialized education and training that is not available at the school.
- Better understanding of parent perspectives on their involvement is an important area for us to explore further for improvement.

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

The next steps for us as a school team is to better understand student needs to help them continue to achieve high levels of academic excellence, citizenship, satisfaction with the welcoming, safe and caring working and learning environments, and meeting student needs particularly in the area of numeracy. The CAT4 and Youth Resiliency Surveys will provide valuable information to help direct targeted support for student wellness, learning and continuing school improvement. Ongoing partnership will also continue with Avalon School Council and parents to understand their perspectives in regards to alternative ways to engage their involvement in school decision making.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Avalon Junior School (7550)



Assurance Domain	Measure	Avalon Junior School (7550)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.2	85.3	85.7	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	89.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	30.9	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	89.0	92.6	91.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	72.4	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.1	80.9	76.0	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 28, 2022, more students will demonstrate growth and achieve excellence in learning outcomes with a specific focus on literacy and numeracy as measured by results on the CAT4, HLAT and PAT results as well as through student reading levels.

The following strategies and actions will be used to achieve this goal:

- Use of CAT4 and HLAT data to inform teaching and targeted supports for students with an emphasis on Numeracy and Writing.
- Smaller class sizes to provide teachers more opportunity for small group and individual support in classes.
- Continuation of implementation of research based assessment practices and supporting learning experiences for all students to develop a knowledge and understanding of, and respect for, the First Nations, Metis and Inuit history, culture and perspectives.
- Encouragement of high levels of school and home cooperation through email correspondence, School Zone, Google Classroom and monthly interim reports.
- Explore innovative possibilities to provide targeted Numeracy support at lunch hours and after school.
- Use spring results to reflect on school organization for the 2022-2023 school year.
- Monthly collaborative teacher team meetings to support ongoing targeted interventions for students.

Priority 1

By June 28, 2022, staff will have experienced increased opportunities to enhance their professional capacity and leadership through a culture of collaboration and distributed leadership as measured through satisfaction on District Satisfaction Survey and Accountability Pillar indicators.

The following strategies and actions will be used to achieve this goal:

- Development of school communities of practice to support targeted professional development opportunities to explore teaching and learning inquiry questions to support student learning. Included in this are six lead teachers furthering their foundational knowledge of First Nations, Metis and Inuit perspectives and issues through the U of A Indigenous Canada course.
- Monthly Design Team collaborative meetings to discuss systems, processes, initiatives, and ongoing supports for school culture that are open to all interested staff.
- Distributed leadership organization at the subject level - each staff member taking on collaborative roles to support subject specific initiatives and collaboration.
- Monthly sharing of professional learning and reflection on professional growth plans.

Priority 2

By June 28, 2022, staff, students and families will communicate improvement in the learning and working environment at Avalon School. This will be measured through results on the Youth Resiliency Survey and satisfaction responses on the Accountability Pillar and on the Division Survey.

The following actions and strategies will be implemented to meet these goals:

- Use of student leadership option classes to provide multi grade engagement and leadership opportunities in a wide scope of activities for all students.
- Targeted staff team building professional learning opportunities.
- Mentor Teacher Blocks - use of 3 teacher blocks per rotation for mentoring of students one-on-one or in small groups who are struggling academically, socially or emotionally.
- Intentional conversations and activities to address and meet staff wellness needs at staff meetings and staff professional learning days supported by the Wellness Community of Practice.
- Celebrating and supporting staff engagement in positive staff and school culture initiatives.
- Development of supports for students, staff and families of targeted strategies to help students rekindle active engagement and self advocacy, and rebuild their stamina in learning.
- Reactivation of our positive referral process to recognize student engagement and citizenship.
- Continuation of focus on mental health awareness and wellness through daily announcement slides.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,379,135		3,402,089
Internal Revenue		0		0
REVENUE TOTAL		3,379,135		3,402,089
Classroom	24.380000	2,507,044	24.444000	2,513,625
Leadership	2.000000	257,312	2.000000	258,334
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	74,114	.000000	70,000
TOTAL TEACHER	26.379999	2,838,470	26.444000	2,841,959
(% of Budget)		84%		83.54%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.000000	234,496	4.000000	234,496
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	3.000000	213,495	3.000000	213,495
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	7.000000	455,991	7.000000	455,991
(% of Budget)		13.49%		13.4%
TOTAL STAFF	33.379999	3,294,461	33.444000	3,297,950
(% of Budget)		97.49%		96.94%
Not Classified		0		0
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		57,144		75,230
INTERNAL SERVICES		27,530		28,910
TOTAL SES		84,674		104,140
(% of Budget)		2.51%		3.06%
TOTAL AMOUNT BUDGETED		3,379,135		3,402,090
Carry Forward Included		0		0
Carry Forward to Future		0		0