



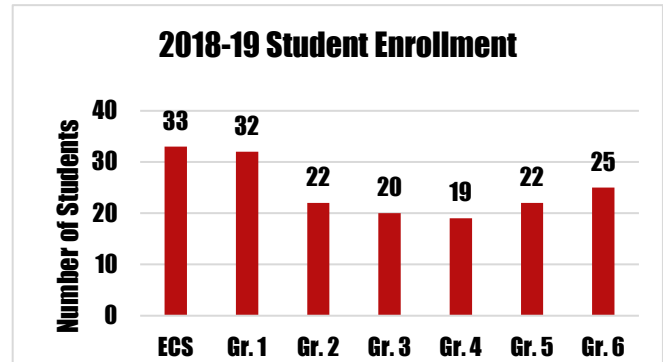
AVONDALE PUBLIC SCHOOL
2017-2018 Results Summary and 2018-2019 School Plan
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[Avondale School Website](#)



OVERVIEW

Avondale School is a diverse learning community in the heart of Grande Prairie. We currently serve 173 students in Kindergarten to Grade 6. Our grade configuration this year consists of the following classes: a morning and an afternoon Kindergarten, two Grade 1, one Grade 2, one Grade 2/3, one Grade 3/4, one Grade 5, and one Grade 6.

There are 13 teachers on staff, including 2 administrators, a Learning Support/Early Literacy Intervention teacher, a Music Specialist, and a District Music teacher (teaching Grade 5/6 Orchestra). Both administrators have teaching components to their assignments. We have six educational assistants (EAs) as part of our team this year: two working as PUF EAs at 0.74 FTE and the other four as Inclusive EAs in Grades 1-6. Rounding out our staff are one full-time administrative assistant, one 0.5 FTE library technician, and two custodians – one at 1.0 FTE and one at 0.5 FTE.



We have several very important community partnerships at Avondale School. These partnerships include Big Brothers and Big Sisters, Frontier College, the Grande Prairie Centre for Newcomers, and Parent Link. We are also supported by Cobs Bread End of Day Donation Program. Our Nutrition Program is supported by District Nutrition funding, the Education Foundation, Canadian Tire, and the Grande Prairie Firefighters Association.

Our School Council meets on the first Wednesday of every month at 6:30 p.m. Our chair is Mrs. Anna Schulte. Last year we operated as an Advisory Council. We are working with our parent population to continue to grow our School Council this year.

Avondale School is positively shaped by our diversity. 34 percent of our student population are First Nations, Metis, or Inuit and 18 percent of our students are English as a Second Language (ESL) students. Several of our ESL students arrived in Canada within the last two years. With an economic resurgence in this region, the number of students coming from outside of Grande Prairie has increased to 7 percent of our school population, and 46 percent of our new students, excluding ECS. There is no longer any bussing at Avondale School, as all our students are now within walking distance. Our school is benefitting from increased mental health supports this year. We now have a counsellor for one full day a week (increased from one day every other week last year) as well as access to a Mental Health Therapist.

SCHOOL MISSION AND VISION

Our Mission at Avondale School is “To learn and succeed together.” Our vision is for all our students to achieve academically, emotionally and socially to their highest potential and to become active, engaged citizens.

PLANNING AND ASSURANCE at AVONDALE SCHOOL

Avondale School is proud of our positive communication with our parents, students, and community. The development of this plan was shaped through the following opportunities for engagement:

- Students: OurSchool Survey, APORI, teacher-created surveys on engagement
- Parents: School Council, District Satisfaction Survey, APORI, Parent-Teacher Interviews
- Staff: District Satisfaction Survey, analysis of data provided by students and parents (asked to look for trends and consider implications)

ACCOUNTABILITY PILLAR SUMMARY REPORT

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 1140 Avondale School



Measure Category	Measure	Avondale 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	90.8	86.5	85.5	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	86.4	83.7	78.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	93.6	88.6	89.1	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	91.7	69.6	65.6	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT: Excellence	11.1	8.0	7.3	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	90.0	78.6	82.6	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	84.0	79.4	76.7	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	88.5	85.9	79.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.2	82.4	76.1	80.3	81.4	80.7	Very High	Improved	Excellent

2017-2018 SCHOOL RESULTS SUMMARY

2017-2018 School Priority One Summary

Priority One for the 2017- 2018 School year was for teachers to be able to articulate the progress of our students, supported by evidence from the classroom, in order to effectively respond to student needs.

- Strategies used to support this priority included:
 - Admin explicitly instructed and supported in the collecting and analyzing a variety of evidence from the classroom.
 - Time was set aside as part of most Professional Learning Days to analyze the evidence teachers brought from the classroom.
 - BOATS (Behaviour Observation Assessment Teaching Strategies) training was undertaken to introduce data tracking methods related specifically to student behaviour.
- Evidence used to assess progress towards this priority included:
 - Student achievement (as measured using the Fountas and Pinnell assessment, Counting Principles for K-2, PAT data, Year-End Kindergarten testing, discharges from Peace Collaborative Services (PCS))
 - Teacher reporting of the effectiveness of their professional learning time and improvement in their self-efficacy. Data was collected on this through a year-end questionnaire (created by admin) and the District Satisfaction Survey

- Case studies completed by the teachers and compiled by admin
- Identified further actions to be taken this year to address this priority:
 - We continue to focus on collecting evidence in order to improve our teaching practice, with the end goal of student achievement at a level of excellence.

2017-2018 School Priority Two Summary

Priority Two for the 2017- 2018 School year was to help students become aware of their hypo- or hyper-active state and their triggers in order to offer the students appropriate tools to self-regulate.

- Strategies used to support this priority included:
 - A staff-wide book study was undertaken (teachers and EAs) with *Calm, Alert, and Learning* Staff were introduced to classroom-based regulation strategies, discussed implications, practiced implementation, and analyzed the changes in the classroom.
 - Teachers attended PATHS (Positive Alternative Thinking Strategies) training.
 - Staff worked closely with PCS and IEST (Inclusive Education Support Team) members to implement recommendations regarding student self-regulation.
- Evidence used to assess progress towards this priority included:
 - Students being able to identify emotions in themselves and others
 - Decrease in office referrals
 - OurSchool Survey and APORI student reports
- Identified further actions to be taken this year to address this priority:
 - Our staff is finishing our work with *Calm, Alert and Learning* this year.
 - PATHS is now a school-wide focus (Tier 1 strategy)
 - We are embarking on work with Kathy Nijenhuis and Dione Menzies (IEST members) regarding the effects of trauma on the brain, and the implications for our practice.

2017-2018 School Priority Three Summary

Priority Three for the 2017- 2018 School year was to teach the use of graphic organizers so that students could organize their ideas resulting in the demonstration of direction and adherence to their ideas in writing.

- Strategies used to support this priority included:
 - Alignment of teaching strategies across the grades
 - Sharing of graphic organizers and the work done with them in the classroom
 - T-charts on how to use graphic organizers, co-created by teachers and students
- Evidence used to assess progress towards this priority was
 - Improvement in writing marks throughout the terms
 - PAT results specifically related to Ideas and Organization
- Identified further actions to be taken this year to address this priority:
 - We will continue to share our work with graphic organizers, so we can stay focused and aligned in our teaching of pre-writing strategies.

2018-2019 SCHOOL PRIORITIES

2018-2019 School Priority One

Priority One for the 2018-2019 School year is to create a culture of gathering evidence of student emotional and behavioural needs to enable teachers to respond with intentionality.

- This priority is important in our school because we have recognized how integral it is for teachers to be able to gather evidence from several sources as part of the professional learning cycle. Until we can do this effectively, it is difficult to effectively move forward with our interventions.
- The desired outcome for focusing on this priority is to enable teachers to respond to their student needs, bringing in support when required. Our goal is for student behaviour to no longer get in the way of learning.
- Strategies that will be used to support this priority include:
 - Continued focus on BOATS
 - Admin and Learning Support Teacher (LST) training with Positive Behaviour Supports (Shane Lynch). This training is then being brought back and shared/practiced with staff on Professional Learning Days.
 - Practice using and analyzing behaviour tracking tools and then applying the results to behaviour support plans
 - School-wide focus on PATHS
 - Development of a Behaviour Pyramid of Interventions that is site specific
- Evidence that will be reviewed to assess success includes:
 - Reduced office referrals
 - Teacher adherence and ability to reference our school Behaviour Pyramid of Interventions
 - Teacher ability to bring evidence on student behaviours to PLC, SIP, and other meeting times

2018-2019 School Priority Two

Priority Two for the 2018-2019 School year is for our staff to understand the new Teaching Quality Standard (TQS).

- This priority is important in our school because focusing on the TQS will enable teachers to better understand their own strengths and priorities for improvement, leading to an increase in quality teaching.
- The desired outcome for focusing on this priority is teacher efficacy and improved student achievement.
- Strategies that will be used to support this priority include:
 - Activities to better understand the TQS, as we have already focused on the TQS substantially
 - Teacher self-assessments using the Guide for Professional Learning
 - Keeping the TQS at the forefront of all we do by continuously connecting our activities to each of the dimensions of the TQS
- Evidence that will be reviewed to assess success includes:
 - Teacher pre- and post-assessments on their understanding of the TQS.
 - Teacher ability to link the TQS to their inquiry question.

2018-2019 School Priority Three

Priority Three for the 2018-2019 School year is to lead teachers through the development of their own inquiry questions.

- This priority is important in our school because the ability to analyze evidence to set priorities and then to develop inquiry questions and strategies will make teachers better able to meet the needs of their students.
- The desired outcome for focusing on this priority is for student achievement to improve.
- Strategies that will be used to support this priority include:
 - Admin has shared the process of developing their leadership inquiry question as well as the integral role it continues to play in developing the overall school plan for the year. The leadership team inquiry question will continue to be referenced throughout the year.
 - Admin will meet with teachers three times over the course of the year as part of the inquiry process.
 - Admin work with the University of Lethbridge and the Central Office Executive Team to continue to inform the process.
- Evidence that will be reviewed to assess success includes:
 - Teacher completion of inquiry questions
 - Anecdotal information from admin/teacher meetings throughout the year
 - Teacher actions based on their inquiry questions
 - Student success data (Fountas and Pinnell data, Counting Principles, Kindergarten Year-End Assessments, teacher-created assessments – pre and post data)

Avondale's three priorities for the 2018-19 school year focus on school improvements that can be measured with data gathered through specific evidence. Responding effectively to students' needs, improving staff efficacy by supporting teacher understanding of the TQS, and leading teachers through the development of their inquiry question, will support Avondale's learning community.