



AVONDALE PUBLIC SCHOOL

2018-2019 Results Summary and 2019-20 School Plan

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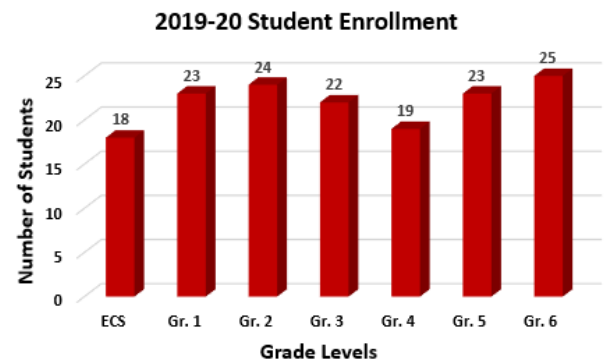
[Avondale School Website](#)



OVERVIEW

Avondale School is a diverse learning community in the heart of Grande Prairie. We currently serve 154 students in Kindergarten to Grade 6. Our grade configuration this year consists of the following classes: a morning Kindergarten, and one each of Grade 1, Grade 1/2, Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6.

There are 13 teachers on staff (10.91 FTE), including two 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 nine educational assistants (EAs) as part of our team this year: three working as PUF EAs at 0.74 FTE and the other six as Inclusive EAs in Grades 1-6. Rounding out our staff are one full-time administrative assistant, one 0.5 FTE library technician (shared with Hillside School), and two custodians – one at 1.0 FTE and one at 0.5 FTE.



We have several very important community partnerships continuing this year at Avondale School. These partnerships include Big Brothers and Big Sisters, Bright Beginnings Day Care, 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 Division Nutrition funding and the Education Foundation.

Our School Council meets on the first Tuesday of every month at 6:30 p.m. Our chair is Mrs. Anna Schulte. We have a core group of very dedicated parents serving as our School Council Executive, regularly attending School Council meetings and supporting a variety of events and activities throughout the school year.

Avondale School is positively shaped by our diversity. 27 percent of our student population are Indigenous students, and 23 percent of our students are English Language Learner (ELL) students. Several of our ELL students arrived in Canada within the last two years. This year we welcomed 38 new students in September, not including our 18 new ECS students. 20 of the students came from other GPPSD schools, 10 came from elsewhere in Alberta, 5 came from another Canadian province, 2 came directly from another country, and one came from another school division within Grande Prairie. One bus was scheduled for our students this year. This bus picks up those students who live on the other side of the reservoir, near the college, for a fee of \$35 per month. We advocated for this service last year, as the attendance of students in that area was significantly worse than that of our other students, on average. Our school also has one mental health therapist. She is at Avondale for one day a week. Some students are seen every week, while others check in on an as-needed basis.

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

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, anecdotal notes from conversations and other meetings
- Staff: District Satisfaction Survey, analysis of data provided by students and parents through above surveys etc. (asked to look for trends and consider implications)

Accountability Pillar Overall Summary – Avondale Multi Year Snapshot October 2015-October 2019

Measures		2015	2016	2017	2018	2019
		AV	AV	AV	AV	AV
Safe & Caring Schools		86.5	83.2	86.8	90.8	82.2
Student Learning Opportunities	Program of Study	78.6	72.8	83.7	86.4	87.0
	Education Quality	95.4	83.4	88.6	93.6	89.4
	Drop Out Rate	n/a	n/a	n/a	n/a	n/a
	HS Completion Rate	n/a	n/a	n/a	n/a	n/a
Student Learning Achievement (K-9)	PAT Accept.	52.7	75	69.6	91.7	86.5
	PAT Excellence	6.5	7.5	8.0	11.1	9.4
Student Learning Achievement (10-12)	Diploma Accept.	n/a	n/a	n/a	n/a	n/a
	Diploma Excellence	n/a	n/a	n/a	n/a	n/a
	Diploma Part. Rate (4+ exams)	n/a	n/a	n/a	n/a	n/a
	Rutherford Eligibility	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate	n/a	n/a	n/a	n/a	n/a
	Work Preparation	92.9	76.2	78.6	90.0	86.6
	Citizenship	76.5	74.3	79.4	84.0	81.6
Parental Involvement		77.1	75.2	85.9	88.5	82.6
Continuous Improvement	School Improvement	78.9	66.8	82.4	86.2	85.6

2018-19 SCHOOL RESULTS SUMMARY

2018-19 School Priority One Summary

- Priority One for the 2018-19 School year was to create a culture of gathering evidence of student emotional and behavioural needs to enable teachers to respond with intentionality.
- Strategies used to support this priority included
 - Focusing on Behaviour Observation Assessment Teaching Strategies (BOATS) to gather evidence to best program for students.
 - Administration and Learning Support Teacher (LST) trained in Positive Behaviour Supports with Shane Lynch. This training was then brought back to the school and shared/practiced with staff on Professional Learning Days and throughout the year.

- All teachers and support staff practiced using and analyzing behaviour tracking tools and then applying the results through Behaviour Support Plans.
- All staff focused on implementing the Promoting Alternative Thinking Strategies (PATHS) training to teach emotional regulation through common language and strategies.
- Evidence used to assess progress towards this priority included:
 - Reduced number of office referrals. Teachers demonstrated the ability to analyze and deal with many behaviour issues before involving the office. Office support was able to be moved to Tier 3.
 - Teachers and support staff brought evidence of student behaviours forward to PLC, SIP and other meeting times.
- Identify if there are any further actions to be taken this year to address this priority
 - We will review our own Behaviour Pyramid of Interventions to ensure it aligns with the Division.
 - We will continue to review BOATS, Positive Behaviour Supports, and PATHS, to keep these resources at the forefront of our work with students.

2018-19 School Priority Two Summary

- Priority Two for the 2018-19 School year was for staff to understand the new Teaching Quality Standard (TQS).
- Strategies used to support this priority included:
 - Adaptive School tasks to help teachers dissect the new TQS in small groups.
 - Teacher self-assessments (done at the beginning and end of the year) using the Guide for Professional Learning.
 - The TQS is posted in our common meeting area and referred to throughout all activities. We are constantly asking how what we are working on relates back to the TQS.
- Evidence used to assess progress towards this priority included:
 - Teacher pre- and post-assessments (done in the form of a Google Forms survey) on their understanding of the TQS.
 - Teacher linking of the TQS to their inquiry questions, as evidenced in conversations with administration and in PL groupings.
- Identify if there are any further actions to be taken this year to address this priority
 - We will continue to link all that we do back to the TQS.
 - We are continuing our work with inquiry questions and will ask teachers to make explicit connections between their questions and the TQS.

2018-19 School Priority Three Summary

- Priority Three for the 2018-19 School year was to lead teachers through the development of their own inquiry questions.
- Strategies used to support this priority included:
 - Administration shared the process of developing their leadership inquiry question as well as the integral role this question played in developing the overall school plan for the year.
 - Administration met with teachers for formal inquiry question meetings two times throughout the year as part of the inquiry process.
 - Administration continued to work with the University of Lethbridge and the Central Office Executive Team to inform the process of developing inquiry questions with staff.
- Evidence used to assess progress towards this priority included:
 - Teacher development of effective inquiry questions.

- Anecdotal information from administration/teacher inquiry meetings throughout the year.
- Teacher actions based on their inquiry questions (strategies implemented) as observed during inquiry question observations.
- Specific data linked to individual teacher inquiry questions, including student engagement surveys, student implementation of Growth Mindset strategies, etc.
- Identify if there are any further actions to be taken this year to address this priority
 - We will continue the process of working with teachers to revise and continue with their current inquiry questions, or to develop new ones.
 - Our EAs will develop inquiry questions this year, with the support of administration and teachers.
 - We will increase the frequency of our inquiry question meetings with teachers, as well as our observations in the classrooms.

2019-20 SCHOOL PRIORITIES

2019-20 School Priority One

- Priority One for the 2019-20 School year is to embed generative dialogue to enhance teacher capacity to engage effectively in the process of inquiry.
- This priority is important in our school because we will see an increase in student achievement as teachers and EAs engage effectively in the process of inquiry.
- The desired outcome for focusing on this priority is to instill generative dialogue into the practice of teachers and support staff and to see improved student achievement (in each of the areas related to teacher specific inquiry questions).
- Strategies that will be used to support this priority include:
 - Administration modelling of generative dialogue through the following opportunities: SIP work, PL groups (admin are equal members of the groups), and other professional conversations that occur on a regular basis.
 - Scheduled inquiry question meetings with individual teachers/EAs and administration throughout the school year (at least two formal meetings per teacher/EA).
 - Intentional classroom observations with direct feedback to teachers to support their individual inquiry.
- Evidence that will be reviewed to assess success includes:
 - Anecdotal notes from inquiry meetings and PL meetings: Has generative dialogue been embedded into the way we communicate with each other?
 - Survey results on teacher use of inquiry questions to improve their practice.
 - Data that is dependent on individual teacher/EA questions (e.g. If someone has an inquiry question on the improvement of student achievement in reading as a result of small group strategies, F&P reading levels will be used to measure achievement of the success).

2019-20 School Priority Two

- Priority Two for the 2019-20 School year is for staff to implement the new Teaching Quality Standard (TQS) into their practice.
- This priority is important in our school because the TQS sets a high standard for teacher practice, and a high level of teacher practice is directly related to high student achievement.
- The desired outcome for focusing on this priority is increased student achievement in all areas.
- Strategies that will be used to support this priority include:

- Leading teachers to make direct connections between their inquiry questions, including strategies and evidence, and the TQS.
- Keeping the TQS visible in our common meeting spaces.
- Asking teachers to reflect formally on the TQS and their inquiry question through completing a Google Form questionnaire.
- Evidence that will be reviewed to assess success includes:
 - The Google Form questionnaire on teacher inquiry questions and their link to the TQS.
 - Improvement in student achievement measures, including PAT scores, F&P levels, and classroom-based assessments (unit tests, projects, etc.)

2019-20 School Priority Three

- Priority Three for the 2019-20 School year is for student independent reading scores to improve in Grade 1 through Grade 6 through the implementation of divisional grade groupings.
- This priority is important in our school because it allows all teachers and support staff to focus on a common literacy goal, with embedded time and supports to do so. Students are fluidly grouped according to their ability within their division where they can work on targeted reading interventions in small groups.
- The desired outcome for focusing on this priority is for all students to improve their independent F&P scores, moving to grade level where they are below, and achieving excellence when they are at or above grade level.
- Strategies that will be used to support this priority include:
 - Common hour of literacy time for Grades 1-3 and Grades 4-6 set aside from Monday to Thursday throughout the year. This time will not be taken for presentations, etc.
 - LST and admin will be added as instructors in the literacy time.
 - Teachers will be provided with time on Professional Learning Days to meet to review evidence and plan for the common literacy time.
- Evidence that will be reviewed to assess success includes:
 - Improvement in F&P independent levels. Each term, students below grade level will gain at least two F&P independent levels. Students at grade level or above will gain at least one F&P independent level.
 - Anecdotal evidence from teachers regarding student engagement with literature. Are more students choosing to read during free time? Are students enthusiastic about going to their literature groups?

Avondale's three priorities for the 2019-20 school year are focused on improvements that can be measured with data gathered through specific evidence. Through focusing on generative dialogue, teachers will better be able to take the evidence they have collected and use it to inform and improve their practice. By implementing the new Teacher Quality Standards, teachers will give focus to their inquiry questions and practice in general. A school-wide approach to literacy where all teachers and support staff are working toward continuous improvement will ensure students below grade level are able to attain grade level, and those at or above grade level can achieve excellence. All three of these priorities will move the Avondale learning community forward on our path to achieve excellence in all areas.