



Avondale School

Principal: Colin Murphy

3-Year School Education Plan

2021/2022 – 2023/2024

Year 2 - 2022/2023



Grande Prairie
Public School
Division
Every Student Succeeds



AVONDALE
School

www.gppsd.ab.ca/school/avondale



GPPSD2357

Who we are!

Our Mission: “To learn and succeed together.”

Our vision is for all students to achieve academically, emotionally, and socially to their highest potential and to become active, engaged citizens.

Kindergarten to Gr. 6



150 Students



25 Staff



School Council our Partners in Education

Our School Council meets on the first Wednesday of every month at 6:30 p.m. Our chair from the 2021-22 school year is Mrs. Anna Schulte. The Annual General Meeting for 2022-23 has been scheduled for Wednesday, September 21st at 6:30 p.m. Engagement in School Council has increased over the past several years. Offering meetings via Zoom has been a contributing factor to increased participation.



At Avondale School we ...

... pride ourselves on being a diverse learning community. We serve students from kindergarten to grade 6. Our grade configuration for 2022-23 consists of the following: one morning Kindergarten, one Grade 1 class, one Grade 2 class, one Grade 3 class, one Grade 4 class, one Grade 5 class, and one Grade 5/6 class.

There are 10 teachers on staff (9.8 FTE), including 2 administrators and a Learning Support Teacher (LST) who has half her day allocated to intervention for indigenous students and English Language Learners. We have nine educational assistants (EAs) as part of our team for the 2022-23 school year. Rounding out our staff are one full-time administrative assistant, one 0.5 FTE library technician (shared with Hillside Community School), one Snack Program Assistant and three custodians – one full-time and two part-time.

Avondale School is proud of our community partnerships. These partnerships make our community stronger and allow us to optimally support our students. Our collaborations include, but are not limited to, Big Brothers and Big Sisters, A Bright Beginning Day Care, Frontier College, Grande Prairie Centre for Newcomers, and the Cobs Bread End of Day Donation Program.

Avondale is positively shaped by our diversity. 28 percent of our student population identify as Indigenous, and 20 percent of our student population have declared they are English Language Learner (ELL) students.

Our Education Plan is focused on:

Priority: Inclusion

Outcome: Increased engagement from all stakeholders is essential to the success of our school community and the high achievement of our students.

Strategies

- Fairness, respect, empathy, and care for others are modelled and recognized in day-to-day interactions among school community members.
- Classroom management strategies promote positive and engaging learning environments.
- Parents/guardians are informed of and included in their child's learning and the school community. Examples include,
 - Collaborative development of Individual Program Plans (IPPs) and Academic Action Plans (AAPs)
 - Regular communication on learning outcomes and individual student progress toward those outcomes (report cards, Parent-Teacher Interviews, and frequent emails and phone calls from classroom teachers)
 - School Council meetings that keep parents informed and solicit input from parents
- Opportunities are provided for parents to build understanding of strategies to support learning at home, such as literacy and numeracy nights and information shared electronically throughout the year.
- Cultural celebrations that are representative of our school community are recognized throughout the year.
- Regular communication between home and school is prioritized. Examples include,
 - Teacher communication (Phone calls, email, Bloomz parent communication app, Google Classroom, parent-teacher meetings, student information board)
 - Whole-school communication (School newsletter, Facebook, meetings with school administration)
 - School Council meetings and agendas advertised in advance of meetings (Zoom invitation, Facebook, School Newsletter)
 - Surveys for parents on preferred methods of communication and cultural recognition

Evidence

- Student, parent, and teacher survey data. Examples include,
 - Division and Provincial Assurance surveys
 - School Council feedback
 - School-based parent engagement surveys
- Attendance at school events
- Student attendance at school
- Increased attendance at School Council meetings

Outcome: Students who are able to self-regulate and have their social-emotional needs met will achieve to their highest potential.

Strategies

- All classrooms implement the PATHS (Positive Alternative Thinking Strategies) program to support students in their social-emotional learning.
- All students participate in Dare to Care anti-bullying lessons. All staff complete the associated training, and the parent courses are available virtually to all parents.
- The 7 Sacred Teachings are integrated to support and enhance Social Emotional Learning.
- Social Emotional Learning is meaningfully integrated into classroom instruction to build student understanding and develop skills.
- Social Emotional Learning concepts are visible within the school community.
- Students are supported to feel safe and welcome at school.
- Opportunities for supportive dialogue with parents and community members are intentionally created.
- Support is provided by the Multi-Disciplinary Team in developing plans for student social-emotional development.

Evidence

- Student feedback. Examples include,
 - Anecdotal
 - Survey responses (Alberta Education Assurance survey and Division Assurance survey)
- Demonstrations of student learning and actions. Examples include,
 - Dragon Scale comments reflect Social Emotional learning
 - Number of office referrals
 - PATHS Kid of the Day: Are the students able to effectively give and receive compliments?
- Student, parent, and teacher survey data. Examples include,
 - Division and Provincial Assurance surveys

Priority: Teaching and Learning

Outcome: Quality teacher/staff collaborative practice and reflection will lead to improved student achievement.

Strategies

- Opportunities are regularly scheduled for teachers to collaborate to build their instructional skills.
- Teachers seek and critically review educational research to improve practice.
- All school staff develop inquiry questions to improve their practice and move through a cycle of implementing strategies, collecting evidence, and reviewing findings.
- Meetings are regularly scheduled with all staff members and school administration to review professional growth and learning.

Evidence

- Division and Provincial Assurance surveys
- School-based teacher efficacy survey
- Increased student engagement and self-advocacy
- Improved academic achievement in literacy and numeracy outcomes
- Improved year over year scores in CC3, LeNS (Letter Name Sound), Counting Principles, MIPI (Mathematics Intervention Programming Instrument), and Fountas & Pinnell reading tests
- Growth shown between the Kindergarten Red Flag Assessment and the End of Year Kindergarten Assessment
- Strong Provincial Achievement Test (PAT) scores, including an increase in students achieving the level of Excellence
- Teacher-collected evidence related to inquiry questions

Outcome: Effective differentiation provides the structure for teachers to ensure students can achieve to their full potential.

Strategies

- Students' personal strengths are incorporated into teaching and learning.
- Students are supported with intervention opportunities when required to further develop their skills. Examples include,
 - Grade 1-3 Literacy and Numeracy Intervention Program
 - Grade 4-6 literacy and numeracy support for students with lagging skills
 - Small groups within the regular education classroom targeted on specific skills
- Students are able to demonstrate their learning in multiple forms/ways.
- A variety of instructional strategies are used in classrooms to support student learning.
- Staff are provided with professional learning time to build and refine differentiated practice.
- Staff collaboratively develop a deep understanding of what differentiation looks like in the classroom for teachers and students (anchor charts).
- The Multi-Disciplinary Team and school-based Learning Support Teacher assist with building, implementing, and reviewing specialized programming for students.
- Advocating for additional supports for students when required.

Evidence

- Students achieving Individual Program Plan (IPP), Behavior Support Plan (BSP), and Academic Action Plan (AAP) goals
- Growth in Fountas and Pinnell reading levels, and test results of the CC3 and LeNS
- Growth demonstrated on the Counting Principles and MIPI assessments
- Increased number of students achieving grade level in literacy and numeracy
- Increased student engagement and self-advocacy
- Increased parent engagement