



Avondale School

Principal: Kristina Black

3-Year School Education Plan

2021/2022 – 2023/2024



**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



152 Students



23 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 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.



At Avondale School we ...

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

There are 10 teachers on staff (9.5 FTE), including 2 administrators and a Learning Support Teacher (LST) who has half her day allocated to Indigenous and English Language Learners support. Our vice principal and principal teach a combined 0.5 FTE in the Grade 2 classroom. Proudly, we boast a music specialist and the opportunities learning about music can bring to our students. We have seven educational assistants (EAs) as part of our team this 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 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 amongst school community members.
- Classroom management strategies promote positive and engaging learning environments
- Parents are informed of and included in their child's learning and the school community
- Opportunities are provided for parents to build understanding in strategies to support learning at home
- Regular communication between home and school. Examples include,
 - Teacher Communication (Phone calls, email, Bloomz parent communication app, 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)

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

- Teaching from PATHS (Positive Alternative Thinking Strategies) curriculum and Zones of Regulation programs support students in experience social-emotional learning
- 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
- Intentionally creating opportunities for supportive dialogue with parents and community members.

Evidence

- Student feedback
- Demonstrations of student learning and actions. Examples include,
 - Dragon Scale comments reflect Social Emotional learning
 - Number of office referrals
- 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 for teachers to work together to build their personal and collective skills are scheduled throughout the school year
- Teachers seek and critically review educational research to improve practice
- All school staff develop inquiry questions to improve 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) (Mathematics Intervention Programming Instrument), and Fountas & Pinnell
- Strong Provincial Achievement (PAT) scores
- 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 to further develop their 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

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- Teachers are provided with professional learning time to build and refine differentiated practice
 - The Multi-Disciplinary Team, Peace Collaborative Services team and school-based Learning Support Teacher will assist with building, implementation, and reviewing of specialized programming for students
 - Actively seeking additional support for students qualifying under Jordan's Principle funding

Evidence

- Students achieving Individual Program Plan (IPP), Behavior Support Plan (BSP) and Academic Action Plan (AAP) goals
- Growth in Fountas and Pinnell reading levels, CC3, LeNSs (Letter Name Sound) cores
- 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