



Avondale School

Principal: Tracey Thiemann

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 - 2024/2025



**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



177 Students



30 Staff



School Council our Partners in Education

Our School Council meets on the third Wednesday of every month at 6:30 p.m. Our chair for the 2024-25 school year is Mr. Mark Sandul. The Annual General Meeting for 2024-25 has been scheduled for Wednesday, September 18th at 6:30 p.m. Engagement in School Council has increased over the past several years.



At Avondale School we ...

We take pride in our identity as a diverse learning community here at Avondale School, catering to students from kindergarten through to grade 6.

Our dedicated staff comprises 11 teachers, including two administrators and a Learning Support Teacher (LST) whose supports students with their IPPs and programming needs. Additionally, we are supported by a team of 17 educational assistants (EAs) for the 2024-25 school year. Completing our team are a full-time administrative assistant, a 0.5 FTE library technician (shared with Hillside Community School), a Snack Program Assistant, and three custodians – one full-time and two part-time.

At Avondale School, we cherish our community partnerships, which significantly contribute to the strength of our community and enable us to provide optimal support to our students. These collaborations encompass a range of organizations, including but not limited to Big Brothers and Big Sisters, A Bright Beginning Day Care, United for Literacy, Grande Prairie Centre for Newcomers, Lifelong Learning - the International Learn and Play group, and the Cobs Bread End of Day Donation Program.

Our school community is enriched by its diversity, with 22 percent of our student population identifying as Indigenous and 35 percent declared as English as and Additional Language Learner (EAL) students.

Our Education Plan is focused on:

Priority: Belonging	
<p>Outcome: Active involvement from all stakeholders is vital for the growth of our school community, ensuring the academic success of our students.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Prioritize the acknowledgment of cultural celebrations that reflect the diversity within our school community, ensuring their recognition throughout the year. • Foster partnerships with local businesses, organizations, and community leaders to provide resources, mentorship opportunities, and real-world learning experiences for students. (Big Brothers and Big Sisters, Costco Reading, United for Literacy, International Lear and Play, Newcomers Society) • School/ teacher newsletters, emails, Facebook and website posts to keep stakeholders informed about school activities, events, and initiatives. • Organize School Council parent engagement events such as workshops, seminars, and informational sessions to involve parents in their child's education and build partnerships between home and school. (ex. Jo Phillips, RCMP social media workshops) • Student Leadership Opportunities: Provide opportunities for students to take on leadership roles through student councils, clubs, and extracurricular activities, allowing them to have a voice in decision-making processes. (passion clubs) • Fairness, respect, empathy, and care for others are modelled and recognized in day-to-day interactions among school community members. • Parents/guardians are informed of and included in their child's learning and the school community. Examples include, <ul style="list-style-type: none"> ○ 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) 	<p>Evidence</p> <ul style="list-style-type: none"> • Student, parent, and teacher survey data. Examples include, <ul style="list-style-type: none"> ○ Division and Provincial Assurance surveys ○ School Council feedback ○ School-based parent engagement surveys • Attendance at school community events • Student attendance at school • Increased attendance at School Council meetings • Student feedback. Examples include, <ul style="list-style-type: none"> ○ Student Focus Groups used throughout the year to provide feedback (passion groups) • Demonstrations of student learning and actions. Examples include, <ul style="list-style-type: none"> ○ Dragon Scale and 7 Sacred Teaching comments explicitly reflect Social Emotional learning

<p>Outcome: School communities are welcoming, caring respectful and safe environments where students, staff, and families have a strong sense of belonging.</p>	<ul style="list-style-type: none"> ○ All classrooms using PATHS program.
<p>Strategies</p> <ul style="list-style-type: none"> ● School wide wellness is a priority for staff and students. ● All classrooms implement the PATHS (Positive Alternative Thinking Strategies) program to support students in their social-emotional learning. ● Common language used to support school wide expectations. ● The 7 Sacred Teachings and Dagon Scale awards 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. ● Community partnerships support the diversity of the school (Elder Darlene, Lifelong Learning, International Learn and Play Group, Newcomer Society, Big Brothers and Big Sisters) ● 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. 	

Priority: Teaching and Learning

Outcome: Teachers responsive planning, assessment and instruction support the diverse learning needs of all students.

Strategies

- Teachers' daily and weekly planning responds to students' needs providing flexible curriculum, differentiated instruction, structured environments, regular assessment, and collaboration to support diverse learning styles effectively.
- Strategic focus on daily literacy and numeracy instruction.
- Small group instruction targets math and guided reading.
- A variety of assessment formats, formative and summative, allow students to demonstrate their understanding and skills in ways that align with their strengths and preferences.
- Collaborate with colleagues within PLCs to share best practices, analyze student data to meet the needs of all learners.
- Differentiated Instruction to meet the varied learning needs of students by offering different pathways to learning, such as providing alternative assignments, using flexible grouping strategies, and adjusting the pace and complexity of instruction.
- Integrate culturally relevant materials, examples, and perspectives into instruction to make learning meaningful and accessible for students from diverse cultural backgrounds, fostering a sense of belonging and connection to the curriculum.
- Students are supported with intervention to develop their skills. Examples include,
 - Grade 1-3 Literacy and Numeracy Intervention Program
 - Grade 4-6 Literacy and Numeracy Intervention Program for EAL/ Indigenous Students
- IPP's created and developed in collaboration with students, parents, and support staff identify specific learning goals, accommodations, and strategies tailored to each student's unique strengths, challenges, and interests.

Evidence

- Division and Provincial Assurance surveys
- Increased student engagement and self-advocacy
- Improved year over year scores in Coordinated Classroom assessments
- Improved Provincial Achievement Test (PAT) scores, closing the gap between reading and writing, increase in students achieving the level of Excellence
- Teacher-collected evidence related to inquiry questions
- Students achieving Individual Program Plan (IPP), Behavior Support Plan (BSP), and Academic Action Plan (AAP) goals
- Short/medium/ long-term plans of teachers explicitly support students at their level and address curriculum