

GLEN AVON PROTESTANT SCHOOL



EDUCATION PLAN

2021/22 to 24/25



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MISSION STATEMENT

The mission of Glen Avon Protestant School is to develop individuals committed to a lifelong pursuit of excellence. Students will develop the capability of adapting to an ever-changing world through quality programming delivered by an effective staff in cooperation with the home and community.

BELIEFS

We believe that:

Education is an important lifelong process.

Parents have the primary responsibility for the education of their children; the school provides a professional service and environment for learning. Home, school and community are partners in providing opportunities for the social, physical, intellectual, emotional, and moral development of individuals. Each individual deserves to be treated with respect, dignity, tolerance and understanding. Everyone can learn. Every individual has a right to access an education system that provides opportunities for the development of his/her maximum potential in order to become a contributing member of society. Excellence in education requires high expectations, effort, recognition in achievement, and an environment conducive to learning. It is necessary to provide opportunities for individuals to understand, appreciate and share their cultural heritage. Education is enhanced by on-going communication between home, school and community. Self-esteem and positive self-concept are conducive to learning.

VALUES

Glen Avon Protestant School holds the following values:

- Quality - excellence in all areas of operation
- Caring - tolerance, understanding, and support for each individual
and recognition of the uniqueness of each person
- Commitment - achievement of local and provincial goals of education
- Integrity - honesty, trust, openness, and sincerity in our relationships with each other.

MOTTO

“BE THE BEST YOU CAN BE”



DIVISION GOALS:

- 1) Improving student achievement
- 2) Building quality relationships



CONTEXTUAL INFORMATION and STAKEHOLDER ENGAGEMENT:

HISTORICAL INCEPTION

In 1953, a number of concerned citizens met to organize a unique alternative to the area's Catholic Education. Currently, Glen Avon remains as only one of two Protestant Schools in Alberta. This makes it something special; an anomaly among Alberta schools.

Glen Avon provides an atmosphere of non-denominational partisanship. This attracts both Christian and non-Christian clients.

Our multicultural student population supports language and cultural instruction in Cree and French from Grades 4-9. Our doors are always open to a diverse student population.

STAFF

With a strong professional learning community, the staff meets the needs of all learners at Glen Avon School. This consistency enables us to develop effective discipline standards and accepted high performance expectations. A focus on character education and the setting of high academic and athletic expectations has enabled the school community to develop effective discipline standards and achieve increasingly positive results. The staff is dedicated to high teaching standards and professional development. These high standards and the level of commitment are reflected in the quality of education and mutual respect given to teachers and students.

REGIONALIZATION

Glen Avon School joined the St. Paul Education Regional Division #1 in 1995. Since joining this educational organization, Glen Avon has grown to approximately 500 students.



Goal One: Glen Avon students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

Required Provincial Measure: PATs (acceptable and standard of excellence)

No results to report for 2020/21 as the students did not write these exams due to the pandemic. The absence of achievement data for two years in a row is concerning, and we cannot predict if students will be able to write this year, given on-going issues with the pandemic. Therefore, we are looking at establishing division-wide baseline data through the Division Numeracy and Literacy committees.

Required Provincial Measure: Student Learning Engagement

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Glen Avon	Province	This is a new measure for 2021/22. We note that our overall score is within 5% of the provincial overall score. Conditions of the pandemic presented significant challenges for student learning engagement in 2021-21 with students enrolled in at-home learning and students periodically shifting to learning at-home due to bus closures or temporary shifts.
Overall	84.6	85.6	
Parent	92.2	89.0	
Student	70.1	71.8	
Teacher	91.5	96.0	

	Glen Avon	Province
Parent - Grade 4-6	96.3	91.8
Parent - Grade 7-9	87.5	88.3
Student - Grade 4-6	73.2	69.4
Student - Grade 7-9	66.9	74.6
Teacher - Grade 4-6	94.1	97.4
Teacher - Grade 7-9	78.9	95.1



During the pandemic there were many gains noted with the use of technology to enhance learning. The school will work with stakeholders to identify promising practices using technology to leverage student engagement which should be continued once the pandemic is over.



Shared Strategies

- use STAR assessment data (K-9) to monitor student literacy achievement
- provide supports to meet students where they are academically, post-pandemic
- form Division Numeracy committee to review school options for math assessment and instruction
- form Division Literacy committee to review school options for literacy assessment and instruction
- explore and implement guidelines for in-class digital learning based on experiences from the pandemic
- continue to review and maintain a continuum of supports and services addressing each of the following areas (behaviour/social/emotional, physical/medical, intellectual/academic, deaf and hard of hearing, visual impairment, English Language Learners)
- ensure school places in-person calls home/texts to verify student absences
- utilize “My Blueprint” career planning program for all junior high school students

School based strategies

- continue growth in using improved assessment practices, with a strong focus on providing students with quality feedback, co-constructing criteria, and peer-editing.
- focus on vocabulary development and understanding will be used in all division levels
- promote a student-led leadership philosophy to increase student engagement and responsibility.

School Wide Goals

- continue to improve student academic achievement through improved assessment practices, with a focus on formative assessment strategies, and quality feedback
- continue to provide explicit, systematic, synthetic phonics instruction and phonemic awareness training in primary grades (Remediation Plus)
- continue to use programs to increase literacy (e.g. Accelerated Reader, Guided reading)
- increase parent, student and teacher communication and accountability for student progress (e.g., Remind, Agendas,

Provincial Measures
-PATs and Diplomas
(acceptable and standard of excellence)

-academic engagement
-access to supports and services

-3 and 5 year High School completion results

Local Measures
-growth in reading as measured by in-school assessment tools

-feedback-loop surveys* (e.g., pre-schools, counselling, continuum of supports and services, remote digital learning, career counsellors, etc.)

-Division Satisfaction Survey (once per term)



Class Dojo, Google Classroom, Facebook, School website, newsletter)

- use technology interactively with language and numeracy skills
- use technology and assistive technology as support for effective teaching, where appropriate (e.g. iPads, Chromebooks (voice typing and Speak it), etc.)
- continue to use supports for student organization, assignment completion, re-teaching, review (STS)
- focus on best practice in assessment
- continue to enhance structures to support second chances
- promote collaboration for same grade/subject teachers within the jurisdiction

Division I: Math

Goal 1 – Continue to improve problem solving strategies in math, for example, multi-step questions and word problems.

- focus on identifying key words and explaining the problem in the student's own words.
- continue the use of manipulatives in problem solving
- teachers will collaborate regularly with same grade teachers to share best practice in teaching strategies and in assessment

Goal 2 – Focus on numeracy

- use pictorial representations (base ten blocks, 100's chart, number lines)
- complete computational equations with an unknown digit
- focus on number readiness (K-1)
- resources: Online resources, Learn Alberta, Sumdog, Prodigy and Math 3 Under the Sea, Khan Academy, Math Playground, IXL, Exambank (possible websites)
- use Power of Ten to develop number sense

Division I: Language Arts:

Goal 1 – Continue developing content, organization, sentence structure, presentation, word choice, and voice conventions in student writing.

- continued use of the "Empowering Writers" program
- post visual reminders in the classrooms describing correct organization and content
- focus on reviewing stories with the use of a scoring rubric (use of writing continuum)



- provide ESL students with extra support with verb, sentence, vocabulary and word usage
- Grade 2 and 3 students will focus on:
 - organization
 - sentence fluency
 - word choice
 - conventions
 - voice and presentation
 - use of technology to reinforce writing instruction

Goal 2 – Continue to maintain and improve reading strategies and comprehension.

- promote home reading programs along with the Accelerated Reader program
- daily reading comprehension activities in Grades 2 and 3
- use of resources such as Fountas and Pinnell and Scholastic Guided Reading
- use of Reading Readiness Screening tool and other reading screening assessments as provided by Alberta Education
- professional development will be provided for:
 - the use of Fountas and Pinnell resources
 - vocabulary development and further reading assessment through Lana Lane

Division II: Language Arts

- continued use of “Empowering Writers”
- focus on conventions and grammar
- teach strategies for identifying main idea of nonfiction selections
- use questioning to identify key details of reading selections
- use context clues to develop vocabulary
- use the Grade 6 PAT rubric as a common guide to evaluate students’ writing
- use strategies focusing on “key details” to improve students’ comprehension of visual and literary works
- focus on recognizing the correct meaning of a word in context in order to build vocabulary understanding
- apply strategies for identifying and learning to spell problem words in a student’s own writing.
- use a plot diagram for planning story writing
- use dialogue appropriately in student writing



Division II: Social Studies

Goal: Students will become proficient at demonstrating their ability to: identify, evaluate, compare, recall, and recognize.

- continue with in-school “elections,” and field trips to the Legislature.
- students will be provided with and will critically analyze numerous examples of pictures, charts and graphs.
- provide students with strategies to identify and understand different points of view
- practice identifying and explaining the big idea in written passages, and cartoons
- utilize many sources, such as YouTube, Discovery Streaming, Exambank, guest speakers, etc.
- focus on how symbols can have significance in understanding the collective identity of First Nations People, (e.g., the wampum belt)
- continue to focus on working with timelines to increase students’ understanding of the concepts
- continued collaboration with division Social Studies teachers
- cross grade sharing, where teachers will share their learner outcomes and best practices to ensure that reinforcement is given in areas of need

Division II: Math

- placing and organizing numbers on number lines
- emphasis on using correct mathematical vocabulary (post Math Vocabulary visuals, anchor charts in the classroom)
- increased use of starters which focus on the use of patterns and number relationships
- focus on vocabulary to enhance understanding
- work with algebraic expressions and equations (for example: opposite operations)
- ensure that students in Grade 6 are practicing numerical response type questions in order to prepare them for the PAT
- learn from common errors that students present when solving problems on formative assessments.
- collaborate regularly with same grade teachers to share best practice in teaching strategies and in assessment

Division III: Science

- students will be provided with and will critically analyze numerous examples of pictures, charts and graphs.
- ask students to pull out important/key information from written and pictorial sources in order to assist them with



- solving problems
- Teachers will use strategies to reinforce the students' understanding of a hypothesis and a conclusion pertaining to scientific experiments
- students will spend extra time developing their skills in regards to writing and recording experiments
- cross grade sharing, where teachers will share their learner outcomes and best practices to ensure that reinforcement is given in areas of need
- use of Exam bank to prepare for the PAT
- give the students genuine experience with the scientific outcomes by taking them on a field trip to a forest ecosystem

Division III: Language Arts/Math/Science/Social Studies
Cross-curricular Action Plan

- picture and comic analysis will be used in lessons across all core subjects
- students will be exposed to more compare and contrast situations, allowing students to make more meaningful connections to what they are studying
- incorporate highlighting, circling or underlining of key information when completing quizzes and tests
- have students pull out important/key information from written and pictorial sources in order to assist them with solving problems
- use strategies to summarize sources, presentations, and other peoples' points of view
- use of Discovery Education website "Spotlight on Strategies"
- increase students' understanding of vocabulary in all subject areas by asking students to break down words and create their own definitions so that the definition is meaningful to them
- continue to identify and connect the specific learner outcomes to assignments and assessments
- all teachers will continue to reinforce basic skills in mat, reading and writing with students taking the K & E program
- practice reading and drawing conclusions from information displayed on graphs
- utilize quick formative assessment strategies, like entrance and exit slips, to gauge student understanding of key concepts
- use of technology like Google Classroom
- help students to develop inference skills through different activities
- help students keep their binders organized



2021-2022 to 2024-2025 Education Plan

- support the continued existence of a computer coding club




Goal Two: FNMI students attending Glen Avon are successful

Outcome: The systemic gap between FNMI results and School-wide results is narrowed.

Strategies

- utilize the dedicated FNMI Career Counsellor(s) position*
- develop new Division Community Advocate role based on learnings from the Innovation in First Nations Education grant
- implement the [SPERD's Journey Toward Truth & Reconciliation Plan](#)
- build capacity of our Cree language teacher to share lessons with different schools
- welcome Elders into our school for guidance and support with traditional Cree teachings
- improved FNMI achievement through SST, STS, administrative, and FNMI liaison support
- staff will gain a deeper understanding of how FNMI students learn best through PD opportunities and current research-based literature on best practice
- continue to explore and develop mechanisms and opportunities for FNMI communication and community relationships
- encourage Grade 9 FNMI students to create a personal plan for their future; use My Blueprint program to increase engagement
- continue implementation of the First Nations, Métis and Inuit Education Policy Framework
- continue to utilize the FNMI coordinator to provide sound educational and cultural support to the school
- continue to promote Aboriginal culture through a variety of means
- participation by FNMI Committee, lead teachers and school staff in Aboriginal Education Workshops organized through the Learning Networks Consortium and other agencies
- use of FNMI Liaison to support FNMI learners



Local Measures
-responses from self-identified FNMI students to the open-ended survey question: **What are your plans after completing high school?**

-*feedback-loop' surveys as required

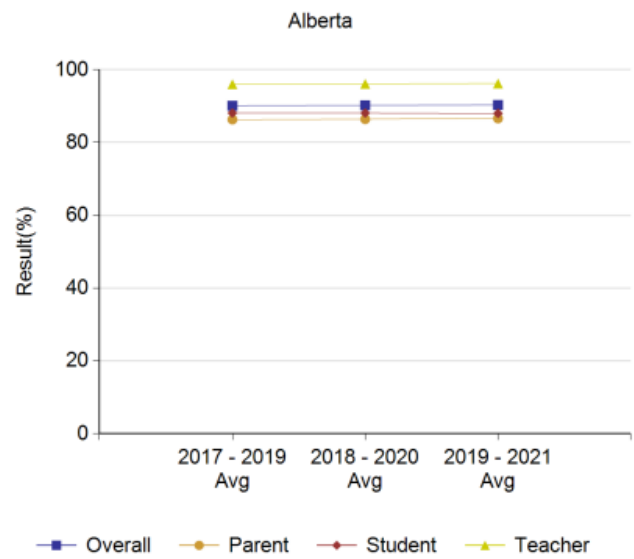
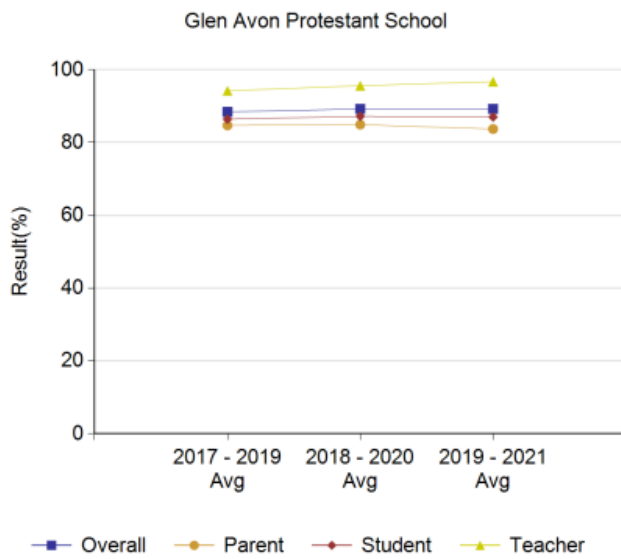


Goal Three: Glen Avon has excellent teachers, school leaders, and school authority leaders

Outcome: Glen Avon provides welcoming, high-quality working and learning environments

Required Provincial Measure: Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

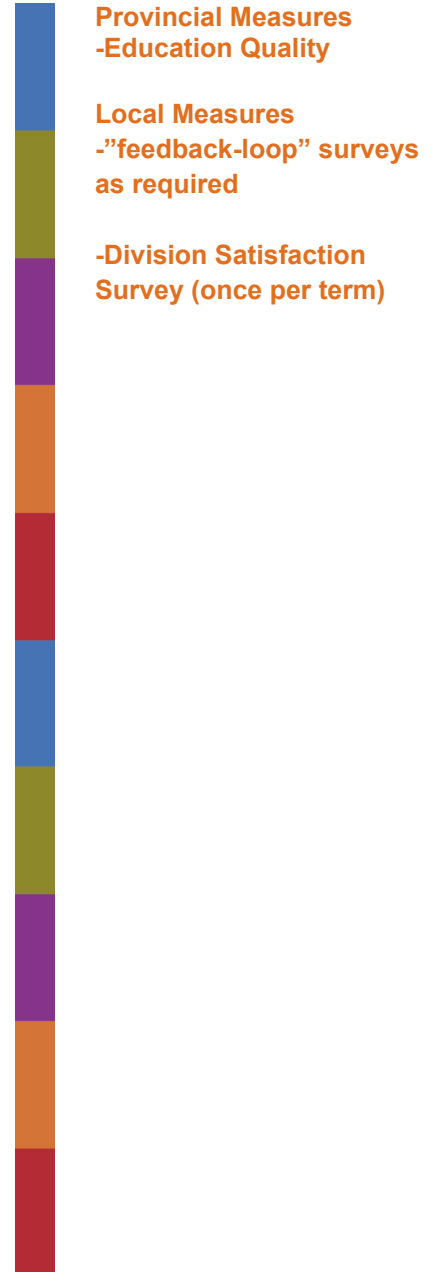


The School's overall score for Education Quality remained steady at 89.2%. As this measure is included in the revised Alberta Education Assurance Framework, no overall measure evaluation has been provided by Alberta Education. The questions for this measure relate to whether learning is challenging or interesting and whether learning expectations are clear. Barriers and challenges related to the pandemic may have affected this score in 2020-21.



Strategies

- implement recommendations from Joint ATA PD review committee
- review progress on school education plans quarterly with all Division administrators
- promote and support the use of a variety of effective and balanced student assessment techniques (membership in AAC, complete admin PD on “Twelve Quick Fixes: Teaching and Assessment in These Times” (Anne Davies & Sandra Herbst, etc.)
- ensure our new teachers access and use the division teacher mentorship program
- maintain a strong and responsive discipline program with ongoing refinement of discipline strategies to ensure best practices
- personal connection with the current participation year parents encouraging them to take part in the accountability pillar survey and asking for feedback.
- continue to foster and promote an atmosphere of respect and courtesy for students, parents, and colleagues
- promote school culture based on stewardship and mutual respect
- continue with a focus on student leadership
- continue to implement and refine student support systems and/or interventions (Division and school-based “Pyramid of Interventions”).
- provide current information on Jurisdiction Survey and Accountability Pillar results to School Council and school community
- continue to emphasize differentiated instruction to meet the learning needs of all students
- continue to provide a breakfast program for all students
- provide students with healthy food choices at our snack bar



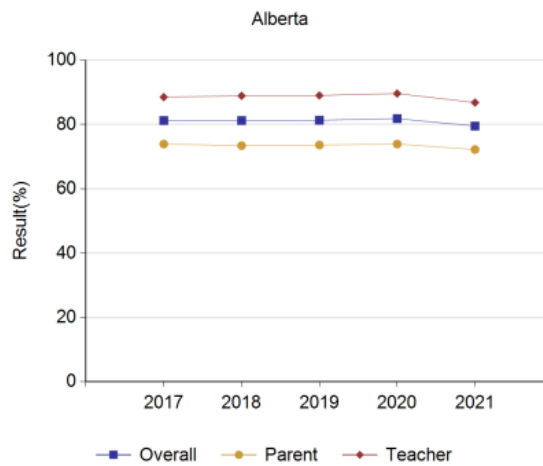
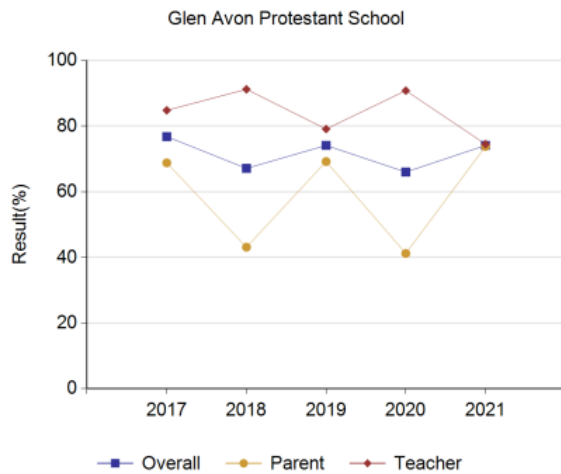


Goal Four: Glen Avon governance and management is based on continual improvement and responsive to diverse stakeholders

Outcome: Glen Avon uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

Required Provincial Measure: Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



The school's overall score for Parental Involvement moved from 66.0% to 74.1%. Questions for this measure relate to whether parents and guardians felt they were involved in decisions related to their child's education or school. Barriers and challenges related to the pandemic may have affected this score in 2020-21.



Strategies

- engage with various stakeholders through school council meetings
- maintain transparency through continued generative stakeholder engagements and communication strategies
- enable and promote ongoing communication through various media
- support parent registrations annually for the Alberta School Councils' Association Conference
- maintain ongoing and effective communications with bus drivers and contractors to ensure a safe and viable transportation system
- attend regular meetings of the Division Occupational Health and Safety meeting
- continue to review and maintain staff health and safety training program
- offer choice of options within the Fine Arts group
- continue to develop experts within staff for assistive technology to support student learning
- provide parents/communities with accurate and relevant information of school initiatives through newsletters, School Council, Facebook, Instagram and school website
- continue to welcome volunteers in a variety of school based activities
- collaborate with School Council to plan speakers/information sessions for parents
- encourage parent subscription to PowerSchool, Alertus, School Cash online, Remind, Class Dojo etc.
- moving forward, we will also query parents regarding what aspects of their child's education they want input into.



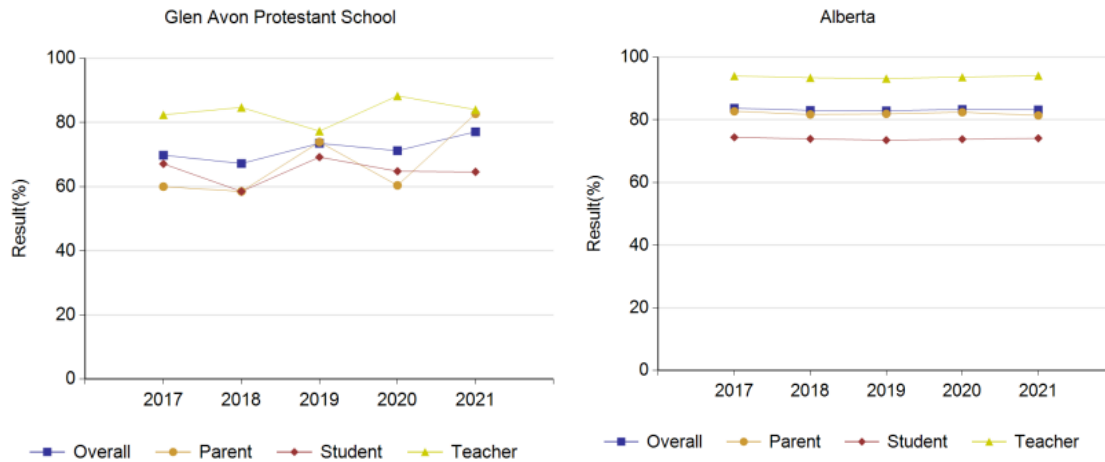


Goal Five: Wellness

Outcome: Glen Avon creates a culture that supports wellness for students and staff.

Required Provincial Measure: Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.



The School's overall score for Citizenship moved from 71.2% to 77.1%.

Required Provincial Measure: Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Glen Avon	Province	This is a new measure for 2021/22. We note that our overall score is lower than the provincial overall score.
Overall	81.6	87.8	
Parent	85.0	88.2	
Student	70.2	79.8	
Teacher	89.6	95.3	



Strategies

- follow division lead on a comprehensive school health model to be responsive to effects of the pandemic moving forward
- develop individualized school practices to support and promote well-being, satisfaction, and positive morale for all students and staff with involvement from all groups who support students (administrators, COSS, MHCB, FSLWs, therapists, career counselors, etc.)
- focus on relationships as an effective method to maintain system wellness
- maintain a safe school environment (e.g., Violent Threat Risk Assessment protocol, trauma-informed practices)



Provincial Measures

- Citizenship
- Safe and Caring

Local Measures

- "feedback-loop" surveys (e.g., what are the positives in your job?)