

# EDUCATION PLAN 2021

## Lorne Akins Junior High School



**St. Albert**  
PUBLIC SCHOOLS



**LORNE AKINS**  
JUNIOR HIGH SCHOOL

Lorne Akins Junior High School Education Plan 2021-2024

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**Lorne Akins Junior High School Vision, Mission, Beliefs**

**SCHOOL MISSION STATEMENT**

**Lorne Akins Junior High School is committed to excellence in public education, which fosters the joy of lifelong learning.**

**SCHOOL GOALS**

Learning is our core business. We understand learning as a partnership where students and staff grow through continuous learning. Our school is committed to the pursuit of excellence in education through:

- Providing a safe, caring, supportive, and compassionate learning environment;
- Encouraging the development of creative and critical thinking skills;
- Meeting the learning needs of all students with the direct assistance and support of our parents and our community;
- Emphasizing the growth and development of students and staff in a vibrant, dynamic learning environment; and,
- Recognizing and building on each student's strengths to foster self-esteem.

**Lorne Akins Junior High School Profile**

2020-2021 as of September 30, 2020			2021-2022 as of September 30, 2021		
<b>Certificated Staff</b>					
Teaching	24.64	FTE	Teaching	23.62	FTE
Administration	2.0	FTE	Administration	1.82	FTE
Counselling/Learning Supports	1.0	FTE	Counselling/Learning Supports	1.0	FTE
<b>Total</b>	<b>27.64</b>	<b>FTE</b>	<b>Total</b>	<b>26.44</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	3.0	FTE	Clerical	3.0	FTE
Educational Assistants	6.0	FTE	Educational Assistants	6.5	FTE
Library Technicians	0.9	FTE	Library Technicians	0.66	FTE
Technical Support	0.3	FTE	Technical Support	0.38	FTE
<b>Total</b>	<b>10.10</b>	<b>FTE</b>	<b>Total</b>	<b>10.54</b>	<b>FTE</b>
<b>Students</b>					
English	529		English	535	
Students with Special Needs	38		Students with Special Needs	42	
Students with Special Needs (including Code 80, Gifted)	52		Students with Special Needs (including Code 80, Gifted)	49	
English Language Learners	24		English Language Learners	22	
Self-Identified First Nations, Métis and Inuit	15		Self-Identified First Nations, Métis and Inuit	21	
<b>Total</b>	<b>529</b>		<b>Total</b>	<b>535</b>	

Classroom Configuration	2020-2021	Classroom Configuration	2021-2022
Grade	English	Grade	English
Grade 7	183	Grade 7	197
Grade 8	166	Grade 8	174
Grade 9	180	Grade 9	164
<b>Total</b>	<b>529</b>	<b>Total</b>	<b>535</b>

### **Lorne Akins Junior High School Profile**

Lorne Akins Junior High School (Lorne Akins) is the learning centre for 535 Grade 7 to 9 students residing largely on the northeast side of St. Albert Trail. Our staff consists of 27 teachers and 11 support staff. Lorne Akins is a school that primarily delivers the English Alberta Education Program of Studies curricula. Our school continues to deliver excellent instruction and support to a wide variety of learning needs. We are proud of our strong academic record reflecting quality of instruction, student effort and parental support. We are also fortunate to have the means to continue to offer our students an assortment of option electives and a wide range of exciting and popular extra-curricular activities.

The Gator School Council is an active supportive advisory body. Under the leadership of Chair Kari DeChamplain-Pipella, the Lorne Akins School Council had a dependable cross section of parents, staff, and community members dedicated to addressing the issues of education and discussing the various Lorne Akins School happenings.

Connections play a crucial role in the success of our students. We work hard to find ways to develop belonging, competence, and personal value in our students. To foster these connections we plan on reinstating our homeroom system called our Teacher Advisory (TA) where students belong to a TA for their three years at Lorne Akins. Within these groups we share information, work together, explore learning, and develop character. We have strong counselling support for our students that help to grow and lead other supports such as our Gator Learning (GLS) as well as the deployment of Educational Assistants and division level support to help connect our students with learning as well as each other. We have a wide variety of clubs led by staff and students and athletics that also encourage belonging and connection.

## **Division Priorities and Outcomes**

### **Division Priority Areas**

St. Albert Public Schools has six priority areas -

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments;
- Increase literacy and numeracy skills of students in Preschool to Grade 12 through the division's enhancing instructional practice approach; and,
- Initiate and champion division initiatives that support wellness and growth during the post-pandemic recovery.

### **Division Outcomes 2021-2024**

Outcome 1: Learning environments facilitate connection, curiosity and competencies.

Outcome 2: Students demonstrate growth in literacy and numeracy skills.

Outcome 3: Students' wellness and resiliency are fostered through culture, collaboration and programming.

Outcome 4: Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning.

Outcome 5: Division excellence is supported and managed by governance, public engagement and partnerships.

### **Lorne Akins Junior High School Objectives 2021-2024**

Objective 1: Universal Supports to ensure student success

*To prepare teachers with the practices that support a strengths-based approach to learning to enhance the development of students.*

Objective 2: Social-Emotional Learning

*To provide students and staff with the necessary support to strengthen their social and emotional ability within our learning environment, so they are able to grow as competent, independent learners who feel a sense of belonging to Lorne Akins.*

Objective 3: Enhancement of Arts programming

*To provide students with an enhanced program that aims to showcase multiple disciplines of the fine arts.*

School objectives are based on the themes of connection, growth and wellness.

The following will be a report on our new objectives and the way we are hoping to achieve these goals. Our school objectives will be set on a continuum of need where we will explain our rationale for the selected goal for each year, the means we have planned to meet the objectives, and how we will measure them.

### **School Objectives 2021-2024**

**Objective 1:** *To prepare teachers with the practices that support a strengths-based approach to learning to enhance the development of students.*

#### **Key Strategies for 2021-2024:**

Strengths-based education is **a learner-centered approach to teaching that helps students identify and apply individual skills relevant to their learning needs.** Students use the skills they possess and when they are asked to do more than they know, it is up to teachers to identify those needs and provide the necessary support. Students will do well if they can. With this belief, teachers put a greater emphasis on a student-centered form of teaching and learning which is foundational to releasing the potential that exists in *all* students.

- In order to develop a strengths-based approach to teaching and learning we will work to do the following:
  - provide teachers and support staff with access to methods to design and implement their curriculum with a strengths-based mindset;
  - reinforce the absolute belief that every student has the potential to be successful;
  - teachers need to feel they have the support and permission to deviate from any perceived norms to teach to the abilities of the students no matter where they are at;
  - provide students with universal supports that encourage and support students so that they are able to perform to their potential;
  - provide targeted Gator Literacy Support from literacy trained teachers and support staff to students in small group or in one on one environments;
  - empower teachers with the knowledge, tools and skills to assess students in an effort to know where their students' learning is at;
  - build capacity in the teaching staff to ensure available ongoing support for all staff;
  - involve the students in learning and assessment by co-constructing criteria that in turn shares a clear learning destination;
  - be mindful of the language that is being used creates a reality for students and staff, therefore growth-mindset language encourages a positive way of thinking;
  - provide release time for professional growth as well as continuing to use a team/collaborative approach to professional development

We will know we have made progress towards our objective by:

- hearing language related to student achievement
- having teachers engage in professional development related to strengths-based instruction
- reading assessments continue to trend upward
- witnessing the use of universal supports
- measuring with a staff and student surveys
- making use of anecdotal records and notes

**Objective 2:** *To provide students and staff with the necessary support to strengthen their social and emotional ability within our learning environment, so they are able to grow as competent, independent learners who feel a sense of belonging to Lorne Akins.*

**Key Strategies for 2021-2024:**

**Student self-control, self-awareness and their interpersonal skills i.e. Social Emotional Learning (SEL) play a significant role in their success in school, with peer relationships, create a sense of belonging to Lorne Akins and their ability to develop resilience as they move through the challenges of life.** We know the strategies that we implement in the building this year will begin to equip our students with the necessary tools for a healthy lifestyle moving forward.

- In order to develop teacher and student growth in (SEL) we will:
  - build back school culture with school wide events, concerts, art show, and charity hockey game.
  - we will maintain open communication between the front office and staff. We will promote and encourage staff activities, informal meetings, gym use, sporting activities, staff lunches and dinners.
  - we will implement Gator Gear Fridays, and the Work Hard Be Nice philosophy.
  - encourage all staff to maintain healthy habits, exercise, sleep, balance. Providing permission to take care of themselves (spin club, use of active living room, WSA accounts).
  - provide all Gr. 7 students with PEERS presentations (building and maintaining relationships).
  - student movement and peer support throughout the building.
  - increased morning break time to encourage connection in between blocks 2 and 3.
  - supports through counselling, Family School Liaison, addictions counsellor, ILT team etc.
  - fYrefly Presentations from the U of A - education and supports for 2SLGTBQ+ population.
  - "What is Consent?" Gr. 7, 8, 9 presentations from S.R.O. MJ Burroughs.
  - School Clubs - our aim is to offer every Gator an opportunity to make connections with other students throughout the day to increase personal interactions.
  - student focus groups for opportunities to share lived student experience.
  - livestream our sports teams so families who are unable to attend can show their support.
  - once safe to do so, we aim to bring back TA's (homerooms comprised of all 3 grades for registration, community building and leadership opportunities)
  - continue to foster TA challenges among the classes and bonding events.
  - communicate key events and information on a weekly basis through the Gator Gazette
  - communicate through a variety of modes and media including Facebook, Twitter, Instagram, School Messenger, our newsletter, and our website.
  - update our sign on a monthly basis.

We will know we have made progress towards teacher/student growth in SEL when:

- students independently problem solve situations.
- students seek experiences away from screens, or share experiences with others.
- consistent use language introduced in PEERS, fYrefly, and Consent presentations.



- students feel they have a safe space to learn and grow every day (data collected from focus groups).

**Objective 3:** *To provide students with an enhanced program that aims to showcase multiple disciplines of the fine arts.*

**Key Strategies for 2021-2024:**

Fine Arts education is an integral part of the development of the whole child. The arts enhance the processes of learning such as: cognitive, emotional and motor capabilities. We also know that the arts can provide learners with non-academic benefits such as self-esteem, creativity and appreciation of diversity. Lorne Akins will effectively provide each learner with an “arts” experience

- In order to build upon our Arts Program we will;
  - music, band, guitar, art, a language, and drama will be offered as “fine arts” options, which will be paired with 3 other options of the student’s choice
  - reconceptualize how our grade 7 students choose options. They will be encouraged to choose 1 full year Fine Arts option
  - hold band concerts during the school day for all students to attend
  - visit elementary schools showcasing our music programming
  - inform and show grade 6 students in the late winter from feeder schools as to what the options are to be offered
  - create an inventory of student option interest early enough to be able to expose students to Fine Arts options
  - showcase student art projects by displaying them around the school
  - develop and redefine the use of our learning commons area to create a more collaborative space
  - encourage Fine Arts teachers to attend professional development in their area of instruction
  - continue to raise the profile and celebrate students successes in the arts on announcements, in the Gator Gazette and on social media
  - find a way to incorporate fine arts activities into clubs

We will know we have made progress towards connections through the use of;

- anecdotal feedback
- survey results
- student feedback

**School Results Report 2020-2021**  
**Reflections on the 2020-2021 School Year**

*Safety for Staff and Students*

Without question, safety for both staff and students was of paramount importance last year. With direction from school division leadership we were able to maintain a learning environment that was as safe as humanly possible considering the circumstances. However, despite our best efforts and the hard work of our custodial staff, it is fair to say many of our staff members felt the looming uncertainty of the pandemic while working within the building in such close proximity to students.

Lorne Akins consistently enforced the health protocols put in place by our division. Masking, sanitizing, cohorting, tracking, social distancing and more was adhered to by all staff and students. It was encouraging to know that such protocols were in place, specifically the deep cleaning that was completed after a positive case of Covid-19. We do believe this brought some relief and assurance to our staff and student body.

*Connection and Relationships*

A concerted effort was made by staff to connect with their students last year. After completing the final months of the 2020 school year online, staff came into the school year with the clear intention of establishing relationships with the students to help them socially and emotionally. As students remained in their cohorts for the duration of the year, it proved an opportunity for students to make new connections with their classmates as well as work on their problem solving abilities as the inevitable disagreement did arise. Cohort teachers worked on relationship building skills as our counselling team visited each cohort and completed PEERS presentations.

Relationships among staff were strained as so many were used to connecting numerous times a day (pre-COVID-19). Consistent virtual check-ins took the place of these ad hoc informal meetings, and were very much appreciated even though it was a distant second choice for all. Cohort teaching pairs ensured they checked in on each other and opportunities to vent were made available.

A variety of school wide events took place with the goal of connecting the school body during a time of isolation. Our Halloween activities and Remembrance Day ceremony engaged student leaders from each grade and was shared virtually, simultaneously. Our two APPLE days (reward days) focused on resilience, flexibility and mental health and again, engaged the entire school community simultaneously.

Consistent and meaningful communication was also sent home to parents to keep families updated on the happenings of the building and to ensure student and staff safety. The increased communication did serve to bring our surrounding community together.

### *Learning and School Engagement*

Teachers were able to utilize their new found technology skills while teaching both synchronously and asynchronously. With many students and teachers being sent home at the drop of a hat, both had to be able to shift from in class learning to online. This resulted in using the Google Suite applications, Flip Grid, Loom, Spark, and many others. Using such applications presented its own problems and teachers and EA's navigated the best ways to hold students accountable for their learning.

Technology was paired with traditional paper and pencil methods on a level we have yet to see in this building.

### *Staff Wellness*

Consistent with student and staff safety, staff wellness was made a priority by leadership and fellow staff members.

Virtual check ins, and increased connections via face time and texting were used consistently to build bridges with staff. This allowed for candid conversation, and provided some with the sounding board needed to express frustrations, concerns as well as successes! This was done both individually and in groups. Teachers, who were unable to meet in person, were able to connect via Google Meet to collaborate and share ideas and concerns. The most popular of Google Meets were the Friday libation Meets where we could chat from our own living spaces and really learn the art of waiting until one was done speaking so as not to mute out each other's sentences.

Providing staff with the permission to take care of themselves, was a necessary step in shifting staff's natural tendency to take care of everyone but themselves, to the point of exhaustion in some cases. Shifting this tendency will improve the wellness of all staff members moving forward. Accepting the idea of letting go of control of their classroom for a day, maybe two, will give staff the opportunity to resent and find the balance we all so desperately need.

Utilizing wellness accounts, and the services provided through our benefits was also an approach taken by staff. Many found new activities to engage in.

**Financial Performance 2020-2021**

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$106,131

Rationale:

As would be expected, the school has remained conservative in this time of fiscal uncertainty. Understanding the importance of spending public funds for the betterment of our learners, we continue to seek a balance of responsible money management in our school. We hope to keep a modest reserve for unforeseen expenses but have already invested significant funds into new learning experiences and resources for our students.

**Financial Planning 2021-2022****RESOURCE AND DISTRIBUTION****LORNE AKINS SCHOOL**

	<b>2021-2022</b>	<b>2021-2022</b>	<b>2020-2021</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 3,332,864	\$ 3,324,335	\$ 3,169,189
2. Other Revenues			
2.1 Fees	\$ 221,528	\$ 203,526	\$ 203,526
2.2 Donations			
2.3 Fundraising	\$ 6,000	\$ 6,000	\$ 6,000
2.4 Other Revenues	\$ 60,465	\$ 63,165	\$ 63,165
3. Surplus / Deficit Allocation (S/D)	\$ 106,131	\$ 135,000	\$ 115,000
<b>TOTAL REVENUES</b>	<b>\$ 3,726,988</b>	<b>\$ 3,732,026</b>	<b>\$ 3,556,880</b>
<b>EXPENDITURES</b>	<b>2021-2022</b>	<b>2021-2022</b>	<b>2020-2021</b>
	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 2,838,341	\$ 2,823,914	\$ 2,682,085
2. Support Staff	\$ 375,875	\$ 423,641	\$ 370,828
3. Services	\$ 193,625	\$ 190,710	\$ 190,710
4. Supplies	\$ 206,188	\$ 228,510	\$ 220,010
5. Furniture, Equipment & Capital	\$ 15,000	\$ 16,248	\$ 16,247
6. Technology	\$ 15,500	\$ 49,003	\$ 47,000
7. Future Emergent Initiatives	\$ 82,459		\$ 30,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 3,726,988</b>	<b>\$ 3,732,026</b>	<b>\$ 3,556,880</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>ENROLMENT</b>	<b>2021-2022</b>	<b>2021-2022</b>	<b>2020-2021</b>
	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
<b>FTE Enrolment (ECS @ .5)</b>	<b>535.00</b>	<b>550.00</b>	<b>529.00</b>
<b>FTE Enrolment less online students</b>			<b>447.00</b>
<b>STAFFING PERCENTAGES</b>	<b>2021-2022</b>	<b>2021-2022</b>	<b>2020-2021</b>
	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	<b>26.44</b>	<b>26.03</b>	<b>24.64</b>
Support Staff FTE	<b>7.26</b>	<b>8.61</b>	<b>7.61</b>
Certificated Staff Percentage	82.5%	81.6%	81.7%
Support Staff Percentage	10.9%	12.2%	11.3%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>93.5%</b>	<b>93.9%</b>	<b>93.0%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>96.4%</b>	<b>97.7%</b>	<b>96.3%</b>
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

### **Appendix I –Performance Indicators**

#### **Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
That the quality of teaching at their school.	97	93	93	91	92
That the overall education received at school.	98	96	95	95	93
That the variety of courses available at school	93	90	87	92	71
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>
They feel safe at school.	88	87	79	79	84
That their teachers care about them.	88	81	77	74	79
That their school is a place where they feel like they belong.	NA	NA	72	69	74
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	NA	NA	89	87	85

#### **Parent Survey Results**

(Based on an annual online survey available to all parents in a school)

	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
With the quality of education that their child is receiving.	93	97	90	95	93
With the choice of courses and programs available in their school.	90	94	90	96	89
With the support and resources available to meet the diverse needs of students.	86	87	77	79	83
That the school helps their child become a good, caring citizen.	83	89	84	85	89
That the school is safe.	95	92	90	95	95
That their child's school is a positive, caring, and welcoming place.	95	97	90	93	96
That their input is considered, respected, and valued by their school.	73	71	70	75	85

**Staff Survey Results**

(Based on an annual online survey available for all staff)

	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>	<b>% Satisfied</b>
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With the quality of education that students are receiving in their school.	<b>95</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>100</b>
With the provision of the support and resources needed to meet the diverse needs of students.	<b>95</b>	<b>90</b>	<b>89</b>	<b>85</b>	<b>94</b>
That the school helps students become good, caring citizens.	<b>100</b>	<b>100</b>	<b>89</b>	<b>100</b>	<b>100</b>
That their input is considered, respected, and valued by my school.	<b>95</b>	<b>76</b>	<b>67</b>	<b>90</b>	<b>94</b>
That they feel safe in the school.	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
That the school is a positive, caring, and welcoming place.	<b>100</b>	<b>100</b>	<b>96</b>	<b>100</b>	<b>100</b>