



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	215.500	Custodial	1.500000	Salaries	\$2,058,584	96.66%
Weighted	287.571	Exempt	0.000000	Supplies, Equip., Services	\$71,083	03.34%
Regular	225	Support	8.590000			
		Teacher	<u>12.032000</u>			
Year Opened	1972	<b>Total</b>	<b>22.122000</b>	<b>Total</b>	<b>\$2,129,667</b>	100.00%

**School Philosophy**

At John Barnett School we believe our greatest gift is the diversity of our students and community. We celebrate our students by creating a safe and welcoming environment where every child can flourish and feel proud of themselves. We are committed to our Division Mission of high-quality public education that serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility. At John Barnett, we believe that all of our students can be successful and demonstrate growth. Our parent community is vital in the success of all our students. We strive to build strong relationships between staff, students and families.

**Community Profile**

John Barnett School is located in Northeast Edmonton, serving the community of Kilkenny. The majority of our students live in the immediate area with students walking from single family homes, adjacent condominiums and apartment complexes, as well as from the local daycare facilities. Our school community is culturally diverse with students from 28 countries speaking 19 different languages. John Barnett School is in excellent physical condition and is available four days a week for community use. Our school council and parents's association support field trips, technology and in school presentations.

**Programs and Organization**

John Barnett School offers programming for students in Kindergarten to Grade 6. We offer literacy and numeracy interventions and French as a Second Language. Students, of all abilities, are successfully integrated into our classes. We currently have 9 regular classes from Grade 1 to 6 and two-half day kindergarten classes. We have 5 educational assistants who will provide support to our students in Kindergarten to Grade 6 and a numeracy and literacy lead teacher. Our school is supported through the E4C breakfast and snack program. We believe our students benefit from strong adult relationships within our school and community.

**School Community Relationships**

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

E4C, Edmonton Immigrant Services Association, M.E. Lazerte High School, The Family Centre

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, Students, grades 2-6, who have been at John Barnett for at least one full year will demonstrate growth in reading.

Achievement of this goal will be supported by:

- Year 3 involvement in the Equity Achievement Project, staff engagement in evidence-based literacy professional learning to build knowledge and student confidence as readers and writers.
- Monitoring all students for growth and the provision of targeted literacy support. An increase in the percentage of students achieving at or above grade level on the spring CAT4.
- Increased time for all teachers to collaborate around the reading progress of our students.

**Results Achieved:** At John Barnett, staff continued their professional learning in the area of literacy and the new curriculum. EAP work revolved around best literacy practices with a focus on Learner Identity Self Reflection surveys and building capacity within our staff. Specific targets included building self efficacy and introducing a coaching model in the classroom. While this coaching model is one we continue to refine and adjust as we continue to learn about our student needs, the Division Feedback Survey results did report that 96% of students feel they are getting better at reading. Teachers met collaboratively around assessment results and worked on meeting specific areas of challenge through the use of intervention blocks. These intervention blocks had literacy targets specific to each group. We continue to work on assessment cycles to better determine next steps in each group. As per our CAT 4 results, the median of grade equivalent reading scores increased across Division 2, but most successfully in Grade 6, achieving almost one full year's growth overall. We continued to build on increasing parent capacity to support their children's reading at home by hosting literacy and numeracy evenings where parents were exposed to a variety of reading strategies specific to grade and/or division level.

By June 2024, students and staff at our school will demonstrate growth in their sense of belonging and connection to school.

Achievement of this goal will be supported by:

- Participation in Schools that Listen, supporting meaningful relationship building between staff, students, families and our community to support increased sense of belonging for all students.
- Formation of student leadership team designed to promote service learning for all grades.
- Intentional staff collaboration time with focus on student engagement; teacher observations and data will be foundational to support these conversations. (7 teachings, family nights and parent conferences).

**Results Achieved:** John Barnett school was involved in a variety of initiatives within our catchment community as well as our school community. Within our catchment, our students participated in Listen to Learn initiatives and Try It Girls. They also took part in relationship building and mentor opportunities with M.E. Lazerte students in activities such as Read In Week, Orange Shirt Day and the Terry Fox Run. The Division Feedback Survey noted that 84.8% of our students have at least one adult they would go to for help if needed. This is a reflection of the connection to the various mentors we have in our learning community in addition to our teachers. 70.8% of our students also stated they feel they belong at school. This however, is a decrease from last year's 77.1%. Within our school community we were able to more intentionally involve our parent community over the last school year by having family literacy and numeracy evenings and parent conferences that were offered, not only in an "in person" format, but also online as well as through teleconference. We also enlisted the support of outside agencies such as The Family Centre, Edmonton Immigration Services as well as numerous intercultural consultants. Unfortunately, family responses were too limited on the Alberta Education Assurance Measure to make strong conclusions, but the data did suggest that families generally feel positive about their children's relationships and wellness at school.

**What were the biggest challenges encountered in 2023-2024?**

- Meeting the needs of our diverse community of learners. Many of our classrooms have a high number of English Language Learners, refugee students and several students with high learning and medical needs.
- Given the transiency of our students, making the limited amount of academic time with our students as effective and targeted as possible.
- Providing families with the supports outside of school (in a time sensitive manner) so as to lead to greater success while at school.
- Lack of Educational Assistant replacements when absent, resulting in many of our high needs students not receiving the supports they require.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

-Continuing to build student connection in our school and community environment; strengthening community and parent engagement using programs such as Bridging Onwards and integrating more culturally sensitive practices when communicating with, and informing parents of, current school initiatives.

-Holding students and families capable; providing the supports that they require, both in and outside of school, to feel successful, as well as honor their involvement in the process.

-Incorporating targeted literacy interventions developed through intentional professional learning. This will help meet the needs of our students regardless of where they are academically and regardless of what point in the year they become part of our school family.

-Building in leadership opportunities for students to take pride in themselves, their school and their community.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7214 John Barnett School

Assurance Domain	Measure	John Barnett School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.7	85.2	86.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.3	66.5	72.2	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	50.0	53.7	53.7	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	8.8	7.3	7.3	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	93.0	87.6	90.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	76.0	80.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.5	76.6	78.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	66.7	71.3	77.2	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

By June 2025, Students, grades 2-6, who have been at John Barnett for at least one full year will demonstrate one year's growth in reading.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and student confidence as readers.
- Monitoring all students for growth in literacy on an ongoing basis, as well as three formal data entries in the John Barnett datahub within the year, focused on reading comprehension, writing, as well as student self reflections regarding their perceptions of who they are as a literacy learner.
- Provision of targeted literacy supports.
- Increased time for all teachers to collaborate around the reading progress of our students.

**What data will you use to track continuous improvement?**

Student growth in reading will be measured by the CAT4, Division One Literacy Screeners, Core Phonics Survey, Fountas and Pinnell, Learner Identity Self Reflections, Division Observation Records, teacher triangulation of evidence and student baseline data.

**Division Priority 3**

By June 2025, 80% of the students at our school will indicate they agree or strongly agree with the following statements on the Division Feedback Survey related to a sense of belonging and connection to our school: "I feel like I belong at my school", and "My school is a place where all students feel like they belong".

Achievement of this goal will be supported by:

- Participation in the M.E. Lazerte catchment initiative, Listen to Learn, as well as meaningful relationship building between staff, students, families and our community. This would include connections to outside agencies and partnerships as well as neighboring junior high and high school mentorship programs.
- Formation of student leadership teams designed to promote service learning for all grades.
- Access to our Specialized Learning Supports mental health therapist through the facilitation of targeted therapy groups
- Staff collaboration time with a focus on student engagement and intentional connection to specific students
- Family and community information nights, family engagement evenings as well as parent conferences; a high level of open communication with families which includes translation of documentation and easy access to interpreters

**What data will you use to track continuous improvement?**

Student voice (self reflection surveys), involvement in extracurricular activities, John Barnett's Five by Two student specific anecdotal notes, and whole school family information nights as well as parent conferences. The 2025 Division Feedback Survey results, Alberta Education Assurance Survey and Youth Resilience Survey will also serve as evidence of improvement.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,075,266		2,129,667
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,075,266</b>		<b>2,129,667</b>
Classroom	11.000000	1,188,805	11.032000	1,192,263
Leadership	1.000000	138,472	1.000000	138,472
Teacher Supply	.000000	27,578	.000000	38,003
<b>TOTAL TEACHER</b>	<b>12.000000</b>	<b>1,354,855</b>	<b>12.032000</b>	<b>1,368,738</b>
<b>(% of Budget)</b>		<b>65.29%</b>		<b>64.27%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	19,000	.000000	34,000
Support	8.500000	528,337	8.590000	533,337
Support (Supply/OT)	.000000	8,000	.000000	11,000
Custodial	1.500000	107,009	1.500000	107,009
Custodial (Supply/OT)	.000000	3,000	.000000	4,500
<b>TOTAL NON-TEACHER</b>	<b>10.000000</b>	<b>665,346</b>	<b>10.090000</b>	<b>689,846</b>
<b>(% of Budget)</b>		<b>32.06%</b>		<b>32.39%</b>
<b>TOTAL STAFF</b>	<b>22.000000</b>	<b>2,020,201</b>	<b>22.122000</b>	<b>2,058,584</b>
<b>(% of Budget)</b>		<b>97.35%</b>		<b>96.66%</b>
SUPPLIES, EQUIPMENT AND SERVICES		21,050		36,258
INTERNAL SERVICES		33,715		34,525
OTHER INTEREST AND CHARGES		300		300
<b>TOTAL SES</b>		<b>55,065</b>		<b>71,083</b>
<b>(% of Budget)</b>		<b>2.65%</b>		<b>3.34%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,075,266</b>		<b>2,129,667</b>