



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	138.000	Custodial	1.500000	Salaries	\$1,446,722	94%
Weighted	180.783	Exempt	0.000000	Supplies, Equip., Services	\$86,597	06%
Regular	149	Support	6.500000			
		Teacher	<u>8.400000</u>			
Year Opened	1972	Total	16.400000	Total	\$1,533,319	100%

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 inspiring student success through high quality learning opportunities, supported by meaningful, engaged students, families and staff. At John Barnett, we encourage our students to believe that they are capable of growing academically, socially and emotionally, that all children can experience success. 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 community with students walking from the adjacent condominium and apartment complexes, as well as from the local daycare facilities. Student mobility is an issue for the school, a high percentage of students transfer in and out of John Barnett throughout the school year. Our school community is culturally diverse and includes a significant number of refugees, English Language Learners, First Nations, Metis and Inuit students and students at risk (academically, emotionally). John Barnett School is in excellent physical condition and is available four days a week for community use.

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. For the 2021 - 2022 school year, we will be organized into four learning quarters providing families with online and in-person learning opportunities. We currently have 6 regular classes from grades 1 to 6, one-half day kindergarten class and 1 online class. We have 6.5 educational assistants who will provide support to our students in Kindergarten to grade 6, a numeracy and literacy lead teacher. Kindergarten families are supported by a Roots and Wings worker, Family Centre. 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, Londonderry Junior High School, M.E. Lazerte High School, The Family Centre

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Goal #1 Success for every student.

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

John Barnett School will increase our student results in literacy and numeracy through language enriched programming from Kindergarten to Grades Six. All John Barnett staff will attend catchment and division professional development centered around literacy and numeracy and create intervention plans for students achieving below grade level. We will engage the whole family through ongoing supports in literacy interventions (Leveled Literacy Intervention, push in supports, home reading, guided reading, online family literacy/numeracy nights) and regular monitoring of each child's progress. We will use the baseline data gained from Fountas and Pinnell to determine which students are reading at, above, and below grade level and HLAT practices as our initial measures. We will measure our success in literacy by seeing an increase in students reading at or above grade level (60% by May), an increase in students writing at grade level (HLAT 70% at Grade Level in April). We will gather baseline data from classroom work, the MIPI (September) as well as from a school-wide measure on number sense (November). These measures will be re-administered later in the year looking for our student growth and areas in need of further support. We will measure our success by seeing 55% of our students achieving 60% or higher on the MIPI by April 2021 (in comparison to September results of 43.6%) and growth on our school-wide measure on number sense when it is re-administered in June.

Results Achieved:

John Barnett Staff participated in school wide, catchment and division professional learning with literacy as focus; universal strategies, guided reading and writing.

- Levelled Literacy Intervention and targeted supports were put in place to support those students working below grade level. An average of 15 students received levelled literacy intervention, 5 of those students achieved 2 grade levels of success and 4 showed a years growth.
- 46.5% of our students were reading at or above grade level, which was an increase from previous year of 42.5%
- Classroom libraries were enhanced with the purchase of student preferred fiction and nonfiction books. Our library built upon it's collection of picture books, chapter books and second language books that represented the diversity of our community.

Staff connected with families, with the support of intercultural consultants to share literacy and numeracy outcomes for students.

- An online Literacy Cafe was hosted in quarter 2, sharing guided reading reading practices and resources with families.
- All students grade 1 through 6 wrote 2 common writing prompts prior to HLAT administration in April. April data shows 41.9% of students were writing at grade level (no data to compare the previous year) School tracking of HLAT baseline (November) showed 32% of students writing at grade level. Increase of 10% of those achieving grade level as measured in April.

Goal #2: A focus on well-being and student citizenship.

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

John Barnett staff are committed to building our foundational knowledge of First Nations, Metis and Inuit; the wellbeing and citizenship of the whole child and focusing on the growth of our English Language Learners. All of our staff will participate in professional learning that focuses on fostering effective relationships and building upon our capacity to understand the impact of trauma on children's behaviour (Jody Carrington, unlocking potential for ELL, division consultants) We will ensure that our students continue to have support and direct teaching with/on emotional regulation in a safe and welcoming environment, engaging the whole family and community. We will continue to provide as much normalcy to our students during this year through safely modified school-wide events (Halloween, Remembrance Day etc), assemblies, interventions and trauma informed care. We will engage our students in positive social interactions and relationship building skills with school wide initiatives, direct teaching and the support of two social work practicum students. We will measure our success through formal and informal conversations, surveys, change in practice and through data gained from our Accountability Pillar in Safe and Caring Schools (an increase to 85%) and Citizenship (85%).

Results Achieved:

- All John Barnett Staff participated in school wide, catchment and division professional learnings; focusing on First Nations, Metis and Inuit foundational knowledge. Professional development on Floral stories, 7 Sacred Teachings, Knowledge Keeper - Feather Teachings, Indian Act and Terminology. School Wide project on Indigenous Culture and landscape was completed and shared with our community, displayed on our school fence.
- All staff completed monthly online modules; Jody Carrington, on the importance of connection and relationship and a commit to try.
- Educational assistants attended year long sessions on supporting English Language Learners.
- 2 Social Work practicum students worked with 2 separate classes in small group lessons supporting student wellbeing and citizenship.
- We saw an increase (10%) of our English Language Learners that were reading at or above grade level.

Alberta Education Assurance Measure (Accountability Pillar) saw an increase to 77.1% (from 71.6% previous year) in Citizenship. Of note; students and teachers both showed an increase of 12% (students, 56.6% to 68.7%) (teachers, 81.7% to 93.9%)

Goal #2: Supports for the whole child.

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

John Barnett will support the well-being of the whole child, Kindergarten to Grade 6 in collaboration with our community partnerships. We will utilize our partnerships with our catchment, E4C program, The Family Centre, Edmonton Immigrant Services Association, First Nation Metis Inuit Consultants and Student Learning Services to support our students and families. We will continue to engage parents in online parent information evenings, (Meet the Teacher, Literacy and Numeracy nights) and share school wide information to our community with language and cultural support from intercultural consultants. In addition we will provide support for community members to receive language and technology support through Action for Healthy Communities in a technology based format. We will measure our success through data gained from the Accountability Pillar in the area of Parental Involvement (95%) and School Improvement (90%). We will also measure our success through stories and formal and informal conversations with students, staff and parents.

Results Achieved:

- Covid-19 protocols and a shift to alternative work environments impacted many of our community partnership.
- E4C breakfast program continued throughout the school year. A total of 11 353 meals were provided at John Barnett School. Students received breakfast and snack individually as needed, additional food was available for those student that required additional snack and/or lunch.
- Edmonton Immigrant Services continued to provide support to our community with the use of a community practitioner connecting staff and families with language support and community navigation. This support was initially in person and then shifted to online or phone call support.
- Meet the Teacher, parent conferences and literacy nights occurred virtually or through phone calls. 74% of our families participated in Quarter 1 parent conferences and 71% of families participated in Quarter 3 parent conferences
- 4 Families were supported through the Action for Healthy Communities- English Language program for adults.

Data from the Alberta Education Assurance Measure (Accountability Pillar) showed:

Decline in Parental Involvement at 79.4% (from previous year 88.3%)

Overall, (students, parents and teachers) we saw an increase in School Improvement to 88.6%, students indicating an increase from previous year (of 71%) to 82.6%

What were the biggest challenges encountered in 2020/21?

Shift from in-person instruction to online

Transitions occurred with little notice and limited time to prepare for staff, student and families.

Technology was available to support families but lack of internet, multiple devices and English as a second language was a challenge.

Navigating online resources, assignment submission and lack of quiet space (in some homes) made online instruction difficult.

Yearly measures and data collected - impacted due to transition from in-person to online.

Mental Health of John Barnett Community

Attendance due to illness and COVID isolation among students and staff

In school partnerships and student supports shifting to remote work environments made communication and contact more challenging. Did not have the immediate

conversations or application as previous years.
Traditionally John Barnett is a walk in community. Shift to virtual conversation, phone calls was a challenge to our families, decline in parent conference attendance and teacher requested meetings.

Literacy & Numeracy

Small group, levelled groupings required a shift from traditional format. Cohorting and COVID protocols did not allow for organization that was as effective and supportive. Inability to group students (beyond grade levels) due to the need for cohorts. Reading support and numeracy interventions could not support the number of students as they once did.
Home Reading was a challenge, families did not have the literacy resources to support this as library and school books were not available for home loans.
Attendance due to illness and COVID isolation of staff and students impacted academic growth.

What are the implications from 2020/21 that will impact your current year plan?

Moving Forward into the 2021- 2022 school year, we will focus on:

Strengthening Universal teaching strategies to engage and enrich the current literacy practices.
Tailored educational practices to meet the needs of all our learners.
Targeted intervention and push in supports for our division one students indicated in the Learning Loss
Building Teacher Efficacy in numeracy and literacy with the support of our numeracy and literacy lead teachers
Developing and maintaining open communication with families in the area of resiliency and positive mental health

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

John Barnett School (7214)



Assurance Domain	Measure	John Barnett School (7214)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.8	n/a	n/a	n/a	n/a	n/a
	Citizenship	77.1	71.6	71.6	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	62.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	94.8	89.9	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.4	88.3	81.7	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Goal #2 Success for every student. More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

By June 2022, all students, kindergarten to grade six, will demonstrate growth in reading, writing and mathematics

- Literacy and Numeracy Lead teachers will support staff with *learner centered, high quality teaching practices*.
 - Use of data to *tailor educational responses to individual student needs*, school wide targeted intervention plans for students achieving below grade level.
 - All students will participate in daily reading and writing activities
 - John Barnett staff will participate in catchment-wide writing focus in which all students grade 1 to grade 6 will write 3 common writing samples throughout the year.
 - *Engagement of the whole family through ongoing communication, home learning activities and feedback between school staff and families*
- Student growth in reading, writing and mathematics will be measured by EYE- TA, CAT4, LeNS/CC3, HLAT's, Fountas and Pinnell and teacher professional judgment (observation, conversation and product) **Recommendations from the OECD*

Priority 1

Goal #1: A focus on well-being and student citizenship. Our learning and working environments are welcoming, inclusive, safe and healthy.

By June 2022, John Barnett will *provide tailored support* focused on improving student well being and citizenship.

- *High expectations for students and teachers, providing positive and effective learning environments.*
 - All staff will attend professional learning with a focus on foundational knowledge of First Nations, Metis, Inuit
 - Catchment-wide focus and collaboration on Diversity, Anti- Racism; professional learning and communities of practice.
 - Resilience work, Dr. Unger - support resilience and positive child and youth development.
 - *Engage and encourage students in leadership opportunities.*
 - Engage our students in positive social interaction and relationship building skills with the support of Mental Health Wellness Coach, Diversity Consultants and Family Centre
 - Kids to boast about; shared in daily announcements and on boast board. Student work celebrated and displayed throughout the school.
- Measured by an increase of 5 % in Welcoming, Caring, Respectful and Safe Learning Environments and Citizenship, as indicated by Alberta Education Assurance Measure.

**Recommendation from the OECD*

Priority 2

Goal #2 :Supports for the whole child. Community partnerships are established to provide supports and services to foster growth and success of students and families.

By June 2022, John Barnett will support the well being of the whole child, kindergarten to grade 6 in collaboration with our families and community partnerships.

- Continuation of our E4C breakfast/snack program.
- Participation in Go Auto Fuels the Schools Program, weekly lunch program.
- Catchment collaborations with M. E. Lazerte leadership students (Terry Fox, Read in Week, division wide events)
- Kindergarten families supported through early intervention and Roots and Wings worker, (Family Centre)
- Engaging all families as partners in student success
- Online parent information evenings, (Meet the Teacher, parent conferences, literacy and numeracy nights) with Edmonton Immigrant Services and Intercultural consultants.

Measured by an increase of 5 % in Parent Engagement, as indicated by Alberta Education Assurance Measure, as well as Dr. Ungers' Resilience work and formal and informal conversations with students, parents and staff. Increase in John Barnett's School Council attendance of 2 to 3 new parents/guardians throughout the school year.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,556,571		1,533,319
Internal Revenue		0		0
REVENUE TOTAL		1,556,571		1,533,319
Classroom	7.400000	760,957	7.400000	760,957
Leadership	1.000000	139,200	1.000000	131,610
Teacher Supply	.000000	28,000	.000000	29,000
TOTAL TEACHER	8.400000	928,157	8.400000	921,567
(% of Budget)		59.63%		60.1%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	13,000	.000000	13,000
Support	7.000000	410,477	6.500000	381,969
Support (Supply/OT)	.000000	23,000	.000000	25,000
Custodial	1.500000	101,186	1.500000	101,186
Custodial (Supply/OT)	.000000	3,000	.000000	4,000
TOTAL NON-TEACHER	8.500000	550,663	8.000000	525,155
(% of Budget)		35.38%		34.25%
TOTAL STAFF	16.900000	1,478,820	16.400000	1,446,722
(% of Budget)		95%		94.35%
SUPPLIES, EQUIPMENT AND SERVICES		30,714		38,060
INTERNAL SERVICES		46,637		48,137
OTHER INTEREST AND CHARGES		400		400
TOTAL SES		77,751		86,597
(% of Budget)		5%		5.65%
TOTAL AMOUNT BUDGETED		1,556,571		1,533,319
Carry Forward Included		0		0
Carry Forward to Future		0		0