



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	330.500	Custodial	1.938000	Salaries	\$2,581,314	95%
Weighted	414.118	Exempt	0.000000	Supplies, Equip., Services	\$121,829	05%
Regular	351	Support	7.971000			
		Teacher	<u>17.935000</u>			
Year Opened	1986	<b>Total</b>	<b>27.844000</b>	<b>Total</b>	<b>\$2,703,143</b>	100%

**School Philosophy**

At Julia Kiniski School, we believe in our motto: "Together We Learn, Together We Grow." Our learning community of parents, caregivers, community members and staff work alongside students to help them reach their full potential. We value a positive climate where all students belong, feel safe and are celebrated and respected for their unique gifts and qualities. We support our students in developing the competencies, skills, understandings, and attitudes necessary to become contributing global citizens and flourish in their lives. We believe that learning is a life-long journey and aim to foster this in our students.

**Community Profile**

Julia Kiniski School serves a culturally diverse population of students from southeast Edmonton including the neighbourhoods of Burnewood, Burnewood Junction, Kiniski Gardens, Creek's Crossing, and Maple Crest. We benefit from the involvement of an active School Council. Our two fundraising societies, the JK Fundraising Association and the Julia Kiniski Education Society, enhance student learning through increased resources.

**Programs and Organization**

Julia Kiniski School serves Kindergarten through Grade six students. The Connections (BLA) program helps students with strategies to experience success with social, emotional, behavioural and academic skills. Julia Kiniski School also offers an excellent music program; promotes daily physical activity and healthy living, and enhances learning through technology.

**School Community Relationships**

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

Burnewood Community League, Edmonton Immigrant Services Association

**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.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student competence in literacy and numeracy.

By June 2021, Julia Kiniski students will demonstrate growth in the areas of literacy and numeracy.

- Effectively program and set targets for learning based on baseline assessments, and review and respond to needs through ongoing assessment
- Increase the percentage of students meeting grade level expectations or demonstrating one year's growth, or meeting IPP goals based on classroom assessment measures.

Assessments such as HLAT Writing, Fountas and Pinnell, Literacy Intervention, MIPI, guided reading levels, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Data from the Provincial Accountability Pillar, Division Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth.

**Results Achieved:****Parents and Students**

100% of parents surveyed are satisfied with the quality of education their child is receiving. 88% of parents believe their child is learning what they need to know. 100% of parents are satisfied that students at Julia Kiniski are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.

**Reading:**

69.5% of students reading at or above grade level. A decrease of 2.8%. 79% of students made one year's growth in reading or met their IPP goal for reading. Coverage time was provided for teachers during the day to enable them to provide small-group instruction to students in need of support in addition to guided reading groups at the Division I level.

**Writing:**

66% of students are at or above grade-level expectations in writing as measured by the HLAT. 80% of students made one year's growth or more in writing based on HLAT assessments; 100% of students on IPPs on the graded curriculum met their writing learning goals.

**Math:**

72.4% of students achieved above the benchmark on the fall MIPI. A slight increase from the previous year. CAT4 scores for Fall 2021 indicate that 69.2% of students scored average or above on the math and 63% on the computation.

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality, learning and working environments.

By June 2021, Julia Kiniski staff will enhance their professional capacity and instructional practices.

- Engagement in online catchment collaboration through networks created in previous years, and job-embedded professional learning.
- Topics addressed may include literacy and numeracy, mental health, Indigenous understandings, use of technology to enhance learning, differentiation, and leadership development.

This goal may be measured by the Accountability Pillar, staff surveys, staff participation in catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

### Results Achieved:

100% of teachers indicated professional development opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction; effectively addressed their professional development needs; significantly contributed to your ongoing professional development.

Staff participated in school-based and catchment-based professional learning opportunities that supported student and staff well-being. Staff continued to build capacity for Indigenous foundational knowledge and anti-racism practices in school.

In spite of COVID restrictions and protocols, school-based staff continued to collaborate regularly.

Lead teachers participated in catchment literacy and math sessions to build capacity for leadership in these areas at the school level.

Staff and students participated in mindfulness moments led by the Assistant Principal.

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders.

By June 2021, at Julia Kiniski School, we will increase opportunities for parental involvement and engagement of community partners in providing support for students and families.

- Effectively share information about student growth and school events through SchoolZone, Google Classroom, and other direct forms of communication
- Provide multiple opportunities for families and caregivers to be actively involved in their child's learning and virtual events to connect school happenings

Measurements may include the number of opportunities to participate in virtual school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Accountability Pillar and Division Feedback Survey in the areas of parental engagement and involvement.

### Results Achieved:

100% of parents are satisfied with the opportunity to be involved in decisions at their child's school. 75% are satisfied that their input is considered (an increase of 6%).

School Council continued to meet virtually every month during the 2020/21 school year. Parents who attended were engaged in providing feedback and asking questions about school happenings.

Virtual events such as the Winter concert and the year-end talent show were well attended.

Families engaged in virtual conferences twice during the year. 100% of families engaged in at least one conversation about their child's learning and progress during the year.

97% of families access Schoolzone for information about school events and student achievement.

### What were the biggest challenges encountered in 2020/21?

An obvious challenge for the 2020/21 school year was COVID-19 and the implications for schooling. For some students and some cohorts, the impact was greater.

We had a few classes that had to switch to remote learning two or three times during the year, and others that remained steady throughout. There were multiple quarter changes with students coming and leaving groupings. Continuity of instruction was difficult to maintain during these situations. Teachers and families needed to adapt routines, supports, and structures frequently. The context of COVID-19 exposed inequities in these areas for many of our students.

Staffing was another challenge due to the COVID-19 context. Due to isolation requirements, we employed significantly more supply staff for teachers and educational assistance than in previous years. This too impacts continuity of instruction and relationships for students. Another challenge was finding staff. Although we wanted to support students for intervention, we were unable to hire a teacher for the third and fourth quarters to do this work with our children.

The challenges as a result of the pandemic are not unique to Julia Kiniski school. We saw a decrease in achievement levels for students compared to non-COVID years.

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

Based on multiple measures, achievement in literacy and math, approximately 30% of Julia Kiniski schools are achieving below grade-level expectations in reading, writing, math, and computation. This achievement is an area of targeted focus for the 21/22 school year. Upon further analysis, students who self-identify as First Nation, Metis, or Inuit and students learning English, the achievement gap in reading compared to the whole school increased. As a staff, we are committed to addressing barriers to learning for these students to ensure equitable achievement outcomes, especially in reading and math.

Staff are committed to building professional capacity for interventions for student learning in reading, writing, math, and computation to support the identified student achievement goals. Staff will continue to understand Indigenous foundational knowledge, anti-racism strategies, addressing mental well-being, and using technology to support learning.

We are also committed to ensuring all caregivers can communicate easily with the school and participate fully in their child's education. We are exploring strategies to ensure Indigenous and ELL caregivers are supported in this process. We are committed to creating a school environment where every family feels they belong and where their voices, perspectives, and ideas are valued.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Julia Kiniski School (7275)



Assurance Domain	Measure	Julia Kiniski School (7275)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.1	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	88.1	80.8	85.8	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	76.0	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	14.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	96.9	92.4	93.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	93.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	89.5	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	82.1	81.5	81.2	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.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student competence in literacy and numeracy. By June 2022, all Julia Kiniski students will demonstrate growth in the areas of literacy and numeracy.

- Effectively tailor support and set targets for learning based on baseline assessments and review and respond to needs through ongoing assessment and cycles of inquiry.
- Increase the percentage of students meeting grade-level expectations (to 85%), demonstrating one year's growth (90%), or meeting IPP goals (to 100%) based on classroom assessment measures.
- 100% of self-identified Indigenous students will demonstrate one year's growth in reading or achieve the identified reading targets on their IPP.

Assessments such as HLAT Writing, Fountas and Pinnell, Literacy Intervention records, CAT4, guided reading levels, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Staff will use data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant data sources to measure and report this growth.

**Priority 1**

Through our cornerstone values, staff in the McNally Catchment will provide a welcoming, high-quality learning and working environment. By June 2022, Julia Kiniski staff will enhance their professional capacity, understandings, and instructional practices.

- Engagement in regular school-based and catchment collaboration and job-embedded professional learning.
- Monthly staff conversations to build whole-school approaches for capacity building in literacy and numeracy strategies and address TQS #5 (Indigenous education) to support growth for all students.
- Topics addressed may include literacy and numeracy, mental health, Indigenous understandings, use of technology to enhance learning, differentiation, and leadership development.

This goal may be measured by the Provincial Assurance Survey, staff surveys, staff participation in catchment, school and individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

**Priority 2**

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. By June 2022, at Julia Kiniski School, we will increase opportunities for parental involvement and engagement of community partners in providing support for students and families.

- Effectively share information about student growth and school events through SchoolZone, Google Classroom, and other direct forms of communication.
- Provide multiple opportunities for families and caregivers to be actively involved in their child's learning and virtual events to connect school happenings.
- Provide culturally appropriate and meaningful opportunities for caregivers as partners in education to support student learning, focusing on Indigenous families and families for whom English is not their first language.

Measurements may include the number of opportunities to participate in virtual school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Provincial Assurance Survey and Division Feedback Survey in the areas of parental engagement and involvement.

**Priority 3**

**Budget Summary Report**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,665,295		2,703,143
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,665,295</b>		<b>2,703,143</b>
Classroom	16.069000	1,652,407	16.469000	1,693,540
Leadership	1.300000	180,471	1.466000	197,430
Teacher Supply	.000000	75,000	.000000	52,500
<b>TOTAL TEACHER</b>	<b>17.368999</b>	<b>1,907,878</b>	<b>17.934999</b>	<b>1,943,470</b>
<b>(% of Budget)</b>		<b>71.58%</b>		<b>71.9%</b>
Exempt (Hourly/OT)	.000000	31,171	.000000	22,853
Support	7.574000	441,684	7.971000	462,345
Support (Supply/OT)	.000000	18,000	.000000	9,000
Custodial	1.938000	140,646	1.938000	140,646
Custodial (Supply/OT)	.000000	5,750	.000000	3,000
<b>TOTAL NON-TEACHER</b>	<b>9.512000</b>	<b>637,251</b>	<b>9.909000</b>	<b>637,844</b>
<b>(% of Budget)</b>		<b>23.91%</b>		<b>23.6%</b>
<b>TOTAL STAFF</b>	<b>26.881000</b>	<b>2,545,129</b>	<b>27.844000</b>	<b>2,581,314</b>
<b>(% of Budget)</b>		<b>95.49%</b>		<b>95.49%</b>
SUPPLIES, EQUIPMENT AND SERVICES		52,737		55,329
INTERNAL SERVICES		67,429		66,500
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>120,166</b>		<b>121,829</b>
<b>(% of Budget)</b>		<b>4.51%</b>		<b>4.51%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,665,295</b>		<b>2,703,143</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0