

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	305.000	Custodial	2.750000	Salaries	\$2,178,718	96%
Weighted	386.013	Exempt	0.000000	Supplies, Equip., Services	\$91,491	04%
Regular	305	Support	4.071000			
		Teacher	<u>16.074000</u>			
Year Opened	1962	Total	22.895000	Total	\$2,270,209	100%

School Philosophy

Through the building of positive relationships, students will experience intellectual, emotional, and behavioral growth leading to individual success, both now and in the future. In alignment with Edmonton Public School Board's vision of 'Success, one student at a time.' At École Kenilworth School we strive to set clear fundamental goals and actions in support of achievement that involves a partnership with staff, students, parents, and community members. We work towards achieving those learning goals in a safe, caring, and respectful environment that celebrates and supports peoples differences. Our staff strive to offer high-quality teaching and learning experiences, including high expectations, for all staff and students, respectful relationships with students, and relevant and responsive curriculum delivery.

Community Profile

The school is located in East Central Edmonton in the Kenilworth neighbourhood. Many students come from several south-east elementary schools, most travelling to Kenilworth School by Edmonton Transit. Our closed campus policy creates a positive atmosphere within the school and enhances student safety. Kenilworth School has an active School Council who welcomes interested parents and community members at meetings throughout the year. The Kenilworth Parent Advisory Committee and Fundraising Society assists the school with the purchase of specific items that enhance the educational experience for our students. Additionally, the Kenilworth Music Parents Association raises funds in support of the Music program. École Kenilworth School enjoys the participation of many parent volunteers at school events throughout the year.

Programs and Organization

Programs at École Kenilworth School include: regular programming, continuing French Immersion program, a Behaviour and Learning Assistance program, and a Literacy program. Complementary courses include Art, Band, Photography, Drama, Outdoor Education, Creative Writing, Technical Theatre, Digital Media, Film Studies, and Science Innovation. École Kenilworth School has Rainbow and Turtle Island student groups that meet weekly. We also provide opportunities for sports participation.

School Community Relationships

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

Frontier College, Study Buddy

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.

Success for every student: Through our cornerstone values, Kenilworth staff will focus on student interventions and differentiation to improve student competence in literacy and numeracy. Following the Division's Re-entry Strategy, teachers will focus on student and parental engagement and the implementation of universal supports and interventions. Teachers will work in collaborative teams within the school and across the On-Line teacher community to identify curricular standards and implement instructional strategies to address targeted areas. In partnership with the McNally Catchment, staff will continue to implement promising practices identified in the OECD's Promising Practices in Supporting Student Success for Indigenous Students report. Our progress will be tracked through Accountability Pillar data, HLAT Writing Assessments, and teacher professional judgement, including formative and summative assessments informed by observations, conversations, and student products will guide student instruction and school based interventions.

Results Achieved:

At École Kenilworth School we created smaller classes in the English grade 7 and 8 math and English Language Arts to provide additional teacher intervention time. We were also able to provide additional Educational Assistant support in Language Arts, French Language Arts and Math classes. Our Educational Assistant, who is fluent in French, provided support in both French Language Arts and Mathematics classes. Educational Assistants facilitated pull out one and one and small group support Learning Strategies classes and online learners three times a week for 41 students.

Frontier College provided targeted tutorial literacy and numeracy support in French and English to 29 students. This was achieved online, in longer sessions than previous years. Limitations of cohorting brought about by the pandemic resulted in a reduction of the number of students able to access Frontier College tutoring.

Collaborative teams met monthly to plan differentiated instruction and assessments for student cohorts, as well as "student talk time", addressing students issues of group concern. School division learning outcomes kept teachers consistent as students moved from online learning to in-person learning and back as well as students moving from one Edmonton School Division location to another.

Our school increased the frequency of Indigenous teachings and activities. We provided weekly opportunities for smudging. We sponsored Orange Shirt activities and a virtual pow-wow on our National Indigenous Day. We hosted a Turtle Islanders Club and activities, land-based practices, including earth art, tipi teachings, and Indigenous flags presented at our year-end Grade Nine Celebration. Grade 8 studies regarding systematic racism and movement in support of marginalized peoples.

88% of students currently in grade 8 and 9 maintained or improved their HLAT achievement. 80% of our students finished the school year reading at or above grade level. By the end of last school year 77% of our students were reading a grade level, an increase of 3% from the previous year.

Through our cornerstone values, Kenilworth staff will provide welcoming, high-quality, learning and working environments. This focus will be based on the Division's Re-entry Strategies and include both our In-Person and On-Line learners and staff. By June 2021, Kenilworth School staff will enhance their instructional practices related to the Teaching Quality Practice Standard and the OECD's Promising Practices in Supporting Success for Indigenous Students research through 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, mental health and the use of technology to enhance learning, differentiation, and leadership development. At the school level staff will commit to monthly collaboration and job embedded professional learning to further build on their learning and apply it in the classroom. As indicated by teacher professional growth plans, staff will increase knowledge, improve practice, and reflect on growth outlined by the new Teaching Quality Standards. This will 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:

École Kenilworth School staff participated in presentations on topics of mental health, sexual orientation and expression, and marginalized students which focused on Indigenous youth and systematic racialization. Our collaborative staff meetings focused on writing assessments throughout the year and calibration of marking consistency. We also benchmark our ELL skills collaboratively.

Our Success Coach worked with 52 students throughout the year including staying connected with 21 students and their families over the summer. 18 referrals were self-initiated and 16 referrals came from student parents and caregivers. Our students accessed targeted mental health and social support from our Success Coaches on 456 occasions. Kenilworth's Learning Strategies and Behaviour classes give access to small group work that is student-centered and supported by Education Assistants, targeting 'at risk' students.

Through our cornerstone values, Kenilworth staff will meaningfully engage parents and stakeholders. Staff will work to be creative in providing opportunities for parental involvement and engagement of community partners in providing support for students and families. In accordance of the Division's Re-Entry Strategy, the Kenilworth school community will work to envision a healthy learning environment by embracing and supporting the diversity of the well-being of students, maintaining mental health supports opportunities, equipping students with the necessary skills for future endeavours, and strengthening partnerships with our parents and our community. 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. Our progression towards this goal will be tracked through ongoing Accountability Pillar data school tracking systems, school communication and the Division Feedback Survey results.

Results Achieved:

The Provincial Assurance Measures report that the parent and student engagement has an 86% approval rating overall and a parent involvement approval rating of 80%. Both of these are slightly above the provincial average. 93% of our teachers, parents, caregivers, and students are satisfied with the overall quality of their education, an increase of 4% from last school year. The same group reports that the percentage who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school is 87.8%, an increase of 5% from last year.

Frontier College, Family Centre, MADD Canada, Edmonton Public Library, Junior Achievement, Financial Literacy facilitators, Kenilworth Community League, Edmonton Police Services, Indigenous elders, and Edmonton Transit have partnered with École Kenilworth School to provide opportunities to leverage parent and stakeholder engagement toward common goals.

What were the biggest challenges encountered in 2020/21?

Surely the school year's greatest challenges stem from school functioning during a pandemic. The transitions from in-person learning to online and back as dictated by health regulations made continuity challenging. École Kenilworth School experienced staffing challenges for teacher and educational assistant replacements. The mental health of our students continues to be a priority and a challenge to support students in a timely manner. Our staff also experienced fatigue that sometimes demoralized individuals.

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

**The following are implications for École Kenilworth School for this school year include:
Ensuring Kenilworth is fully prepared and functioning specific to evolving of Provincial, Division, and School plans; understanding and supporting the wellness**

needs of all our constituents; families, students, teachers, and support staff including attention to increasing a sense of belonging; continuing to build trauma sensitive and restorative practices to support students with complex needs; and an increase in the number of opportunities for staff to collaborate, within the school as well as in the broader educational community.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Kenilworth School (7546)



Assurance Domain	Measure	Kenilworth School (7546)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.4	86.5	85.8	High	Declined	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	71.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.5	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	87.4	93.0	91.0	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.4	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.6	86.9	83.0	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.

At École Kenilworth School, by June 2022, all students will demonstrate growth in the areas of literacy and numeracy. Assessments such as CAT4, HLAT writing, reading benchmarks and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction and the provision of targeted interventions. Data from the Provincial Assurance Survey, District Feedback Survey, and regular monitoring of other relevant sources of data will also be used to measure and report this growth.

Priority 1

École Kenilworth School will provide welcoming, high-quality, learning and working environments. By June 2022, all staff will enhance their instructional practices through engagement in catchment collaboration and job-embedded professional learning. Topics addressed may include literacy and numeracy, mental health, indigenous understandings, anti-racism, use of technology to enhance learning, universal design for learning, and leadership development. This will be measured by the Assurance Survey, staff surveys, staff participation at catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

Priority 2

École Kenilworth School will meaningfully engage parents and stakeholders. By June 2022, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of parent and caregiver participation at school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Provincial Assurance Survey and District Feedback Survey in the areas of parental engagement and involvement.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,307,359		2,270,209
Internal Revenue		0		0
REVENUE TOTAL		2,307,359		2,270,209
Classroom	14.424000	1,483,249	14.374000	1,478,107
Leadership	1.576000	207,764	1.700000	220,629
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	55,000
TOTAL TEACHER	16.000000	1,751,013	16.073999	1,753,736
(% of Budget)		75.89%		77.25%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	4.571000	259,299	4.071000	233,259
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.750000	182,224	2.750000	182,224
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	7.321000	451,023	6.821000	424,983
(% of Budget)		19.55%		18.72%
TOTAL STAFF	23.321000	2,202,036	22.895000	2,178,719
(% of Budget)		95.44%		95.97%
SUPPLIES, EQUIPMENT AND SERVICES		71,700		57,867
INTERNAL SERVICES		33,624		33,624
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		105,324		91,491
(% of Budget)		4.56%		4.03%
TOTAL AMOUNT BUDGETED		2,307,360		2,270,210
Carry Forward Included		0		0
Carry Forward to Future		0		0