

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	435.000	Custodial	2.500000	Salaries	\$2,973,489	96.36%
Weighted	472.499	Exempt	0.000000	Supplies, Equip., Services	\$112,356	03.64%
Regular	468	Support	3.900000			
		Teacher	<u>21.877000</u>			
Year Opened	1968	<b>Total</b>	<b>28.277000</b>	<b>Total</b>	<b>\$3,085,845</b>	<b>100.00%</b>

### School Philosophy

Our general school philosophy centers upon five specific areas. Kildare School will:

1. Assist children in becoming responsible and cooperative citizens who are prepared to lead productive lives together with all people in the community.
2. Promote success by providing a safe and caring environment that is positive, stimulating, and cohesive for staff, students, parents, and community members.
3. Cultivate good work habits, attitudes, social skills, and provide the opportunity for all students to achieve excellence in learning and to develop a strong positive sense of self.
4. Provide all students the opportunity to achieve to their level of ability through excellent instruction and quality resources.
5. Emphasize learning, respect, and responsibility as the underlying premises of our success.

### Community Profile

Kildare School is an elementary school located in northeast Edmonton serving a broad range of student needs. We offer a Chinese (Mandarin) Bilingual program as well as the Community program for those students who live within our attendance area.

### Programs and Organization

For the 2022-2023 school year, organization for learning in both the Community and Mandarin programs will return to a reporting period of 3 times over the course of the school year. Students have returned to in person, on line is not an option for the 2022-2023 school year.

The student population in the community program is variable. There are only 14 grade one students in the Community Program and 8 students in Kindergarten. There are combined grades kindergarten to grade 6. In the Chinese Bilingual Program, there are 2 classes kindergarten to grade 6, with 3 classes at grade five.

### School Community Relationships

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

CapitalCare Dickinsfield Confucius Institute in Edmonton Edmonton Chinese Bilingual Education Association Edmonton Public Library (EPL) Hong De Cultural & Athletic Association Kildare Parent Support Society (KISS) Londonderry Junior High School Metro Continuing Education Parent and Community Support with Student Reading

**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 SMART goals that were established for 2022-2023, 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 2023, Kildare School students will demonstrate growth in the areas of Literacy and Numeracy using high quality teaching instruction as measured through triangulated evidence including: PATS, HLAT Writing, Fountas and Pinnell, CAT4, LeNS and teacher awarded marks. Academic results from provincial assessments will demonstrate improvement in the number of students at the acceptable standard and the standard of excellence.

**Results Achieved:**

Provincial Achievement (PATS) results indicate a decline of 5.65% in writing results at the acceptable standard but an increase in reading of 4.6% at the acceptable standard. At the standard of excellence we saw an increase in both writing and reading, 4.5% and 3.9% respectfully. Below acceptable standard in writing, we went from 1.4% to 7.0%. Math results were good. Acceptable standard we went from 80% to 89.7 %, standard of excellence, 22.9% to 24.1 % and for those students working below acceptable standard, from 17.1% to 8.6%.

HLAT results indicate a 3% decrease for the; at or above level but an increase of 3% for students writing below the standard.

CAT-5 results; reading up 1% also up 1% for those students that were below stanine of 4. Math results, overall remained the same, but saw a slight decrease in computation from the previous year.

76 students from grades 1-5 participated in reading intervention for an 8 week cycle at/or up to 4 times a week. 19.2% of students improved 0.5 years growth.67% of students improved 1.0 years growth. 12.8% of students improved 1.5 years growth. It is important to note that Guided Reading in every class room was the expectation.

By June 2023, Kildare School will engage in learning to advance positive change toward anti-racism and reconciliation.

We will do this through:

- participation of educational experiences that supports recommendations in The Organization for Economic and Development (OECD)
- increased participation in family engagement opportunities
- focus on equity within the classroom for all students

**Results Achieved:**

Results on the division survey indicate that 100% of staff feel that school is a place where all students belong. Students responded with a 74% response, 10% higher than the division results. 92% of our students feel that many diverse cultures are represented through the books and materials in the school, this is 15% higher than the division results. Both staff and students recognize the work being done at the school and division level to support anti-racism and support truth and reconciliation. Both results are higher than division results. 95% of staff indicated, strongly agree or agree, if they were to experience racism or discrimination in the workplace they would report it. On the same question, students indicated 86% would report to an adult concerns over discrimination, 15% higher than the division results.

By June 2023, Kildare School will provide multiple opportunities to build a sense of belonging and enhance school culture to support the social, emotional and physical health of staff and students. Both qualitative and quantitative data will be collected from internal and external sources. Indicators of success and measurement of progress maybe collected through, division survey, resiliency survey, and the Assurance Survey.

We will do this through:

- staff and students participating in mental health school and catchment events or activities

-school spirit days

Results on the Assurance survey indicated a decline from our Parent population and our students in the area of A Welcoming, Caring, Respectful and Safe learning Environment. There was a 5% increase when Parents responded to the question about feeling welcomed at school. Division survey results indicate 77% of our students feel like they belong, although this number is low, it is higher than the division results. Staff results indicate a 100%, a sense of belonging and a sense of respect. Results from Parents in the area of accessing supports and services for their children were significantly down. Students results indicate an increase when asked, if they can get help for problems that are not school work related. Results remain the same when student were asked if it is easy to get help with school work at school if they need it. 87% of our students felt supported to keep trying when things were hard. Again we would like the results to be at 100% but this is 18% higher than the division results.

**What were the biggest challenges encountered in 2022-2023?**

Staff needed to return to Pre-COVID teaching strategies such as: Guided Reading, moving around the classroom, Guided Math, and small group instruction. This past year there was a school wide expectation to implement Guided Reading in all classes, Mandarin and English.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

We recognize that writing results are down. For the 2023-2024 school year, teachers are participating in the Lucy Calkins Writers Workshop and implementing Jump Math. All staff are involved in professional development to implement these two programs. We will continue to work with schools in our catchment, participating in collaborative marking of HLATs to ensure consistency and appropriate assessment practices across all grades.

For the 2023 2024 school year Kildare will participate in Schools that Listen to ensure we are creating safe and welcoming spaces for staff, students and families.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7138 Kildare School

Assurance Domain	Measure	Kildare 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	86.4	86.4	86.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.6	89.0	89.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	75.9	81.4*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.1	28.6*	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.2	93.7	91.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	93.1	93.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	79.7	85.3	85.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	82.8	85.0	80.6	79.1	78.8	80.3	Very High	Maintained	Excellent

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### 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, five reflective questions have been included in the Budget 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 2024, 95% of all Kildare students will demonstrate one year's growth in the areas of literacy and numeracy. All staff will participate in professional development to increase their skill level in writer's workshop, guided reading and Jump math.

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

We will track growth through student achievement levels on PATs, HLAT Writing, Reading levels on Fountas and Pinnell, Youth Chinese Test scores (YCT), CAT 5 scores and teacher professional judgment based on both formative and summative evaluation.

#### Division Priority 1

By June 2023, Kildare School will continue to engage in learning to further advance positive change and understanding toward anti-racism and reconciliation.

We will do this through:

- participation of educational experiences that increases student and staff acknowledge
- increased participation in family engagement opportunities
- focus on equity within the classroom for all students
- Participation in School that Listen
- Participation in learnings from Kokum Veronica Graff

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

Increase in percentages on the Division survey in regards to students feeling like they belong and can see themselves at school. An increase on the Assurance Survey in the area of being a Welcoming, Caring, Respectful and Safe learning Environment as indicated by Parents.

By June 2023, Kildare School will provide multiple opportunities to build a sense of belonging and enhance school culture to support the social, emotional and physical health of staff and students.

We will do this through:

- staff and students participating in mental health school and catchment events or activities
- school spirit days
- school events that include community
- participation in Schools That Listen

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

Both qualitative and quantitative data will be collected from internal and external sources. Indicators of success and measurement of progress maybe collected through, division survey, resiliency survey, and the Assurance Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,931,587		3,085,845
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,931,587</b>		<b>3,085,845</b>
Classroom	18.761000	2,020,054	19.877000	2,140,216
Leadership	2.000000	265,706	2.000000	266,106
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	58,000	.000000	65,000
<b>TOTAL TEACHER</b>	<b>20.761000</b>	<b>2,343,760</b>	<b>21.877001</b>	<b>2,471,322</b>
<b>(% of Budget)</b>		<b>79.95%</b>		<b>80.09%</b>
Exempt (Hourly/OT)	.000000	66,000	.000000	66,000
Support	3.500000	212,647	3.900000	238,952
Support (Supply/OT)	.000000	8,000	.000000	8,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	7,500	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>6.000000</b>	<b>471,362</b>	<b>6.400000</b>	<b>502,167</b>
<b>(% of Budget)</b>		<b>16.08%</b>		<b>16.27%</b>
<b>TOTAL STAFF</b>	<b>26.761000</b>	<b>2,815,122</b>	<b>28.277001</b>	<b>2,973,489</b>
<b>(% of Budget)</b>		<b>96.03%</b>		<b>96.36%</b>
SUPPLIES, EQUIPMENT AND SERVICES		76,058		62,948
INTERNAL SERVICES		40,408		49,408
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>116,466</b>		<b>112,356</b>
<b>(% of Budget)</b>		<b>3.97%</b>		<b>3.64%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,931,588</b>		<b>3,085,845</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0