

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	419.000	Custodial	2.525000	Salaries	\$2,911,008	96.19%
Weighted	464.062	Exempt	0.000000	Supplies, Equip., Services	\$115,287	03.81%
Regular	448	Support	4.060000			
		Teacher	<u>21.230000</u>			
Year Opened	1968	<b>Total</b>	<b>27.815000</b>	<b>Total</b>	<b>\$3,026,295</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 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, 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.

**Results Achieved:**

With the support of a Division consultant staff implemented a Writer's Workshop approach in Language Arts. Although HLAT results continue to decline, for the 2023-2024 school year we did see a decline of just 1%, compared to the previous year, a difference of 3%. CAT 4 results remain almost the same as the previous year. Students reading a grade level dropped 5.6% but remained constant for those students reading above grade level. We will continue to implement a Guided Reading approach in all grades. One teacher began the training and implementing of UFLI. For the 2024-25 school year an additional five teachers are implementing this explicit and systematic program that teaches students the foundational skills necessary for proficient reading.

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

**Results Achieved:**

Kildare began the work with Schools that Listen. This work evolved into Listen to Learn within the work of the Catchment. Kildare hosted a Multicultural Day that encouraged the learning and celebrations of all the cultures that make up our school community. We acknowledge monthly the various heritage celebrations. Some classrooms have prepared land acknowledgements based upon their own heritage and their connection to this land. Division Survey Results indicate that staff see that the Division is taking actions that support truth and reconciliation. Staff is aware of the work that Edmonton Public Schools is doing to support anti-racism and equity in schools. We hosted a Math Games Evening and saw almost 100 students and families attend.

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

**Results Achieved:**

Kildare invites families into the school for both formal academic discussions, and for fun. We hosted a Family Games Night, Winter Concert, and A Night of Music. Students had opportunities to participate in a variety of School Spirit Days, Running Club, Library Club, Girls in Sports and the Passion Project. Our hope is to help students build a sense of connection with staff and each other, well increasing self esteem. Division Survey Results remain positive from Parents under Priority 3. Parents feel welcome at school, children are safe at school, children are experiencing positive relationships with adults in the school, and that staff care about their children. Results from the Assurance Survey also indicate Parent Satisfaction in the area of Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments. The Assurance Survey indicates a drop in results by students on some questions in the area of Welcoming, Caring, Respectful and Safe Learning Environments. Students indicated, that they do not care about each other, they do not respect each other and they do not treat each other well. Results on the Division Survey also show a decline in results in terms of students feeling safe at school, feeling like they belong and that adults in the school care about them. Similar results on the Resiliency Survey.

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

A variety of factors impact academic results at Kildare. Results of the EYE for kindergarten children show a significant need in the children entering kindergarten in the past three years. For example in the area of language and communication, 18.2% of students experienced significant difficulty compared to students two years ago that entered kindergarten at an appropriate development level in the area of language and communication. The number of students reading below grade level continues to increase. We are seeing an increase in the number of English language learners, many of these students have little to no English. We have seen a rise in the number of special needs students in the school. The needs of all our students are increasing.

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

We are very concerned about results from our students feeling disconnected from each other and from staff. We need to help students understand what being safe at school means, and the importance of respect not just to adults but to each other. We identify the connection between academic results and people feeling connected. This will be an area of focus for the 2024-2025 school year.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	85.6	86.4	86.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.8	87.6	88.3	79.4	80.3	80.9	High	Declined	Acceptable
	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	89.8	75.9	75.9	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	31.8	12.1	12.1	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	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	90.1	94.2	93.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	88.3	90.7	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	83.0	79.7	82.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.8	82.8	83.9	79.5	79.1	78.9	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 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 at Kildare will demonstrate growth in their ability and confidence to engage in reading, writing and math. This will be measured by:

**Highest Level of Achievement Test (HLAT)**

- 3-6% increase in the percentage of students who achieve an acceptable, at or above GLP in their writing

**Division Feedback Survey**

- 5-8% increase in students who think they are getting better at math
- 5-8% increase in students who think they are getting better at reading

**Alberta Education Assurance Measures**

- 10-15% increase in students agree their learning environments are welcoming, caring, respectful and safe

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

Improvement will be noted through HLAT, Division Survey and the Alberta Assurance Survey

#### Division Priority 2

By June 2025, results on Division Survey will indicate 95% of our students are "aware of the work my school is doing to support anti racism and belonging in schools".

**Alberta Education Measure:**

- 5-8% increase on Welcoming, Caring, Respectful and Safe Learning Environments

**Division Survey:**

- Students-10% increase on "I would feel safe going to an adult for help if I felt racism or discrimination"
- Staff-10% increase on "If I were to experience racism or discrimination at my workplace, I would feel safe getting help from the Division"

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

Improvement will be measured by increasing positive responses on the Alberta Education Assurance Measure in the area of Citizenship, and the Division Survey on Priority 2 for both staff and students

#### Division Priority 3

By June 2025, 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.

- **Alberta Education Assurance Measure:** 10% increase in the Citizenship measure as indicated by students
- **Division Survey: Students-**10% increase on Priority 3 Question-I feel like I belong at my school
- **Youth Resilience Survey:** 10% increase in student connectedness to teachers

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

Improvement will be measured by increasing positive responses on the Alberta Education Assurance Measure in the area of Citizenship, the Division Survey on Priority 2 and the Resiliency Survey on Connection to Teacher

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,956,822		3,026,295
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,956,822</b>		<b>3,026,295</b>
Classroom	19.303000	2,086,134	19.230000	2,078,243
Leadership	2.000000	266,267	2.000000	267,083
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	56,000
<b>TOTAL TEACHER</b>	<b>21.302999</b>	<b>2,397,401</b>	<b>21.230000</b>	<b>2,401,326</b>
<b>(% of Budget)</b>		<b>81.08%</b>		<b>79.35%</b>
Exempt (Hourly/OT)	.000000	56,000	.000000	64,500
Support	3.500000	218,727	4.060000	252,714
Support (Supply/OT)	.000000	5,100	.000000	5,100
Custodial	2.500000	179,368	2.525000	180,684
Custodial (Supply/OT)	.000000	8,000	.000000	6,684
<b>TOTAL NON-TEACHER</b>	<b>6.000000</b>	<b>467,195</b>	<b>6.585000</b>	<b>509,682</b>
<b>(% of Budget)</b>		<b>15.8%</b>		<b>16.84%</b>
<b>TOTAL STAFF</b>	<b>27.302999</b>	<b>2,864,596</b>	<b>27.815000</b>	<b>2,911,008</b>
<b>(% of Budget)</b>		<b>96.88%</b>		<b>96.19%</b>
SUPPLIES, EQUIPMENT AND SERVICES		54,726		71,387
INTERNAL SERVICES		37,500		43,900
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>92,226</b>		<b>115,287</b>
<b>(% of Budget)</b>		<b>3.12%</b>		<b>3.81%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,956,822</b>		<b>3,026,295</b>