

Profile



Enrolment		Staff FTE		Budget		
Normalized	423.500	Custodial	2.500000	Salaries	\$2,848,666	96%
Weighted	461.734	Exempt	0.000000	Supplies, Equip., Services	\$106,514	04%
Regular	455	Support	5.600000			
		Teacher	<u>20.722000</u>			
Year Opened	1968	Total	28.822000	Total	\$2,955,180	100%

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 2021-2022 school year, organization for learning in both the Community and Mandarin programs will change from semester to semester. At the beginning of this year, we have approximately 4% of the population online. (Last year, over 50% of the population was online.) One of our teachers (from the bilingual program) is teaching online full time. We have welcomed 1.5 teachers who are teaching online and are working in our school building.

The student population in the community program is variable. There are only 3 grade one students in the Community Program and 9 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 four.

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 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.

By June 2021, our students will demonstrate growth in math achievement as measured by performance on teacher, school, and district-wide assessments. We will do this by:

- working collaboratively with colleagues to determine high impact instructional and assessment strategies as outline in the First Steps in Math resource.
- specifically targeting the mathematical processes of communicating and connecting
- developing an intervention system for students who require supports as measured by teacher professional judgement, student products. and MIPI data

Results Achieved:

Eleven teachers and the assistant principal were enrolled in First Steps in Math. Most of these teachers were online. Part of this group formed a smaller focus group who used math journals as a way to engage students more fully in communicating mathematical learning. During professional learning, staff were led through a variety of activities designed to highlight and model math teaching in their own classrooms. The learning activities used were taken from the First Steps in Math resource. After each activity, we intentionally asked staff to reflect on the new learning in a journal. We modelled using journal entries as a way for teachers to transfer this practice into their own teaching.

During professional learning in September, 2020, the staff were all asked this question: to what degree do I have evidence that students communicate their math learning and make connections in math/numeracy? Each teacher recorded their responses individually on a consensus-o-gram (scatter-plot graph). At that time, the staff was approximately 30% certain they had evidence of students talking about their math learning, or that students could make connections between math and the real world. However, in September 2021, the staff responded to this same question and the scatter-plot graph shows a remarkable increase. One year later, staff were generally over 50% certain they had evidence of communications and connections, with 3 staff members showing around 80% certainty. The staff at Kildare has begun to see the importance when students explaining their learning and thought processes as opposed to simply answering a question on a test.

Staff collaboration during 2020-2021 about math strategies was made more challenging for Kildare staff since so many were teaching online from home. Online teachers at Kildare struggled to include the themes from First Steps in Math in their daily practice. It seemed easier to teach using these principles in-person. Online teachers had frustrations incorporating "new" learning into their teaching regime.

Intervention grouping for math was not achieved in the ways we envisioned. Three different staff members had time to pull-out groups of students for extra math or language arts support. Each quarter, there were many students who moved between online and in-person learning making data collection difficult.

By June 2021, our students and staff will demonstrate positive mental health as measured by school-generated surveys, conversations and check-ins with staff, and by the safe & caring pillars in the Accountability Pillar Survey. We will do this by:

- engaging staff in a variety of health-based activities (physical health and mental health)
- co-constructing criteria: "What does an inclusive, welcoming, and healthy environment look like for teaching and learning in both the online and in-person forums?"
- finding ways to foster our capacity to thrive, even in these challenging times
- engaging in activities that foster belonging and social connectedness

Results Achieved:

As the year began, staff co-constructed criteria surrounding the question "What does a healthy teaching and learning environment look like both online and in-person?" After we knew what it looked like, we posted the question on the wall in the staff room. Throughout the year, we were tasked with collecting evidence (triangulated to include products, observations, and conversations) to show we were maintaining a healthy school environment. In September, staff started staff badminton in the gym on Fridays after school. This activity had been successful in past years, but the realities of Covid stopped collegial activity.

Staff commented frequently that Covid restrictions created a less collegial environment. Teachers felt more isolated, not being able to converse and connect with each other at recess and lunch. Cohorts of students could not intermix, so teachers could never plan for learning activities with multiple groupings. (buddy reading, grade 6 helpers, etc.)

The consultant with Comprehensive School Health led the staff through activities outdoors in October. There was much pictorial evidence gathered that showed signs of positive mental health that day. On professional learning days, we always ensured staff came together as a community, even if we were physically distanced.

As a school, we participated in the Terry Fox Run, Jump Rope for Heart, and Grade 6 Farewell outdoors. Students and staff enjoyed these collaborative activities, even if they only were allowed to be physically distanced, and only with half of the school population.

By June 2021, students will show growth in their understanding of the connection between physical activity and emotional well-being as measured by in-school student and staff surveys We will do this by:

- school-wide focus on General Outcome D (Do it Daily for Life) in the Alberta Program of Study
- scheduling the rotation of gym equipment carefully so that each class can teach in 2 week cycles safely and within AHS guidelines
- partnering with a phys ed consultant (Curriculum and Learning Supports) to teach staff a wide variety of activities and deepen awareness of high impact strategies for physical literacy
- use equipment such as floor decals (Ever Active Schools) in the hallway to encourage movement
- develop different ways to ensure online students engage in daily physical activities

Results Achieved:

Several years ago, schools in the north-east area of Edmonton were chosen to participate in the LEADS Recess initiative (Linking the school, Energy on the playground, All play, Dynamic leaders in action). The EPSB schools in this initiative were led by Stacey Hannay, Consultant in Comprehensive School Health. The initiative's mandates included purchasing additional recess equipment, training for lead teachers, and training students to be leaders at recess who encouraged active games and problem solving skills. Last year at Kildare, one of our lead teachers was in-person, the other was working online. It is important to note that Stacey was not able to work in our school during the winter due to cohorting and safety requirements. As the year progressed, we trained 15 students in the spring to be our recess leaders with the new equipment we received.

In October, 2020, our consultant took our staff outdoors and led our us through a series of activities and games that encourage physical activity that could be done in many places, not just in the gym. She also introduced a way to rotate gym equipment among classes in a Covid-friendly way. For the rest of the school year, each class used the same equipment for a two week period. After that, it was all placed in the gym for disinfection and allowed to sit all weekend. The Kildare used these high-impact strategies with their in-person students with increasing frequency throughout the year.

To quantify a starting point, teachers were asked this question at the beginning of the year: to what degree do I have evidence that students make the connection between physical activity and emotional well-being? At that time, staff were less than 25% certain they had evidence that our students could make that connection. Our online teachers were unsure how to move forward with physical education in an online environment. After our work with Stacey and our lead teachers, we looked at a variety of ways to gather evidence. During professional learning in November, one of the online teachers shared the ways she collected evidence. She tasked her grade 2 students to video themselves being active outdoors. This teacher showed the videos to our staff and modeled ways to gather evidence of physical activity online.

As the year progressed, the staff collected pictorial evidence of students engaging in physical activity daily. Some of our staff used a program called BOKS (Build Our Kids Success). This program encourages daily physical activity in a wide variety of settings. Student participation was consistently very high during the virtual sessions.

What were the biggest challenges encountered in 2020/21?

In June, 2020, I was appointed as principal at Kildare School. At that time, all students (and most staff) were learning at home. As the outgoing principal and I planned to meet during that month to plan the transition, Kildare School was on total self-isolation for 2 weeks. All planned transition meetings ended up being cancelled. I attended one virtual staff meeting on the last day of school. We began the 2020-2021 school year with temporary office staff just as 60% of our families chose online learning. Seven teachers were "sent" to online learning for their teaching assignment.

Despite the unconventional start, our staff worked incredibly collaboratively to build our learning community. We created school goals based on conversations and the limited data we had from the previous fractured school year. The creation of these plans was done in-person and with scatter plot-type charts. The growth from these scatter plot graphs, for example, could not be measured in the intended ways; virtual meetings did not result in the intended outcomes. The data from last year is not as fullsome as intended.

Over half of the population of the Chinese Bilingual Program remained online throughout the year. The online teachers at Kildare could more easily address the 3 school goals with our students. However, the online students (who were taught by teachers from other schools) did not know Kildare's goals so could not focus on them.

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

In conversations with teachers, and conversations with the outgoing principal, there seemed to have been a reliance on tests and written work as the primary source of achievement data. Teachers all knew about triangulating data and using observations and conversations as well as products. However, there seemed to be a reluctance to begin using this work. The Program of Study in several subjects expects students to be meta-cognitive in their learning as well as making connections with the world. Since First Steps in Math had become more prevalent throughout the Division, and since I had been a part of this learning the year before, this seemed like the perfect way to introduce the concept of math journaling. The results were remarkable. Teacher conversations started to show a shift in thinking.

The number of students and teachers in the online world, was a challenge. Now that more students and staff are in-person, we need to capitalize on the momentum from last year. We will continue to explore the use of journals in math to show evidence of students making connections and communicating their math learning. We have continued to model journal entries during professional learning sessions, and purchased journals for each staff member so they can reflect on their teaching and learning journey to carefully constructed prompts.

To continue to encourage students to make the connection between physical activity and mental well-being, we will use a book called "As Big As the Sky, As Tall As the Trees" by Leah Yardley. This book links physical activity, the Alberta landscapes, and First Nations, Metis, and Inuit foundational knowledge. We need to continue to find ways to collect evidence that students are making connections.

As we grew more comfortable with virtual assemblies, the staff expressed a desire to have more assemblies in the year. We will need to construct criteria for hosting assemblies in the next school year to ensure these are student-led and meaningful..

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Kildare School (7138)



Assurance Domain	Measure	Kildare School (7138)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.9	88.9	89.7	Very High	Maintained	Excellent
	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	91.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	30.0	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	93.1	88.4	90.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.2	76.1	82.5	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. 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.

By June 2022, our students will demonstrate growth in language arts and math achievement as measured by performance on teacher, school, and district-wide assessments.

We will do this by:

- working collaboratively with colleagues to determine high impact instructional and assessment strategies as outlined in the First Steps in Math resource.
- specifically targeting the mathematical processes of communicating and connecting
- developing an intervention system for students who require supports as measured by teacher professional judgement, student products, and CAT4 data
- participate in catchment-wide writing focus in which all students kindergarten to grade 9 will write 3 common writing samples throughout the year.
- teachers in the Catchment will work collaboratively to identify and implement effective instructional and assessment strategies using the data from the 3 writing prompts

We will measure this by:

- teacher assessments (products, observations, and conversations)
- teacher awarded grades
- catchment-wide, Division-wide and province-wide assessments

Priority 1

At Kildare, we will provide a provision of tailored supports in needed areas in addition to regular classroom instruction. We will foster relationship-building and mental health and wellness amongst staff and students. We will do this by:

- committing to collaboration and professional learning that deepens our understanding of students' needs and teacher professional growth and
- engaging staff in a variety of health-based activities (physical health and mental health)
- engaging in activities that foster belonging and social connectedness (virtual assemblies, spirit days, etc.)
- incorporate as much community involvement as possible in Lunar New Year celebrations

We will use measures such as:

- teacher and student-driven assessments (triangulated products, observations, and conversations)
- the Youth Resiliency Survey results for students in grades 4 to 6
- results from the Alberta Education Assurance Measures (May 2022)
- in-house created surveys with staff and students

Priority 2

Staff will work with other staff and our partners around the provisions beyond those of an academic nature that focus on overall student well-being. Our students will show growth in their understanding of the connection between physical activity and emotional well-being. We will do this by:

- a school-wide focus on General Outcome D (Do it Daily for Life) in the Alberta Physical Education Program of Study
- implement the "Don't Walk In the Hallways" program - part of Ever Active Schools - to foster physical literacies in non-gymnasium settings
- collaboratively develop different ways to ensure online students engage in daily physical activities
- focus on the book called, "As Big As the Sky, As Tall As the Trees" by Leah Yardley which ties in phys ed, social studies and First Nations, Metis, and Inuit perspectives

We will measure this by:

- the Youth Resiliency Survey results for students in grades 4 to 6
- teacher and student-driven assessment (triangulated products, observations, and conversations)
- in-house created surveys with staff and students

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,880,434		2,955,180
Internal Revenue		0		0
REVENUE TOTAL		2,880,434		2,955,180
Classroom	18.210000	1,872,571	18.722000	1,925,221
Leadership	2.000000	253,843	2.000000	253,808
Teaching - Other	.000000	2,000	.000000	2,000
Teacher Supply	.000000	73,000	.000000	84,900
TOTAL TEACHER	20.209999	2,201,414	20.722000	2,265,929
(% of Budget)		76.43%		76.68%
Exempt (Hourly/OT)	.000000	70,136	.000000	70,136
Support	5.500000	317,046	5.600000	317,319
Support (Supply/OT)	.000000	13,000	.000000	18,000
Custodial	2.500000	179,197	2.500000	169,782
Custodial (Supply/OT)	.000000	5,400	.000000	7,500
TOTAL NON-TEACHER	8.000000	584,779	8.100000	582,737
(% of Budget)		20.3%		19.72%
TOTAL STAFF	28.209999	2,786,193	28.822001	2,848,666
(% of Budget)		96.73%		96.4%
SUPPLIES, EQUIPMENT AND SERVICES		46,390		59,090
INTERNAL SERVICES		47,852		47,424
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		94,242		106,514
(% of Budget)		3.27%		3.6%
TOTAL AMOUNT BUDGETED		2,880,435		2,955,180
Carry Forward Included		0		0
Carry Forward to Future		0		0