



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	496.000	Custodial	3.500000	Salaries	\$3,326,363	97%
Weighted	627.724	Exempt	0.000000	Supplies, Equip., Services	\$105,346	03%
Regular	496	Support	10.643000			
		Teacher	<u>23.000000</u>			
Year Opened	1958	Total	37.143000	Total	\$3,431,709	100%

School Philosophy

At Killarney School, our staff are committed to providing a safe, positive learning environment to engage students in developing skills, knowledge and attitudes to become responsible, caring and productive citizens, as well as life-long learners. At Killarney School we believe that learning must be centered around each child's ability to reach their full potential. As educators and role models we nurture this belief in all of our students. We have a strong emphasis on academics and citizenship and provide a safe learning environment that encourages students to take risks in their learning. Our students must have the knowledge, skills, and attitudes to be global citizens of the future. Killarney School celebrates the diverse nature of its population and provides challenging and fulfilling learning opportunities for students from a variety of cultural and religious backgrounds. "A.C.E" - Academics, Character, and Excellence - is the motto that guides student progress at Killarney School. This philosophical stance is directly linked to the District's Vision of *Transforming the learners of today into the leaders of tomorrow*. Our goal at Killarney is to ensure that every child receives the support they require in order to ensure a successful transition to high school.

Community Profile

Killarney School is located in north Edmonton and proudly serves students from across north Edmonton. Our school population is approximately 500 students, and has grown consistently over the past 5 years. As a designated site for Arabic Bilingual, CLS and Opportunity programming, Killarney students come from 15 different feeder schools with the majority coming from Glengarry and Mee-Yah-Noh Schools.

Programs and Organization

Killarney Junior High School serves a diverse student population by providing regular junior high programming, Community Learning Skills (CLS) classes, Opportunity programming, a separate ELL class, a vibrant Arabic bilingual/language and culture program, and continued support for families who wish to partake in inclusive education programming for their children. A large number of Killarney's student population is coded as English Language Learners. These students are attending regular classes, but receive additional supports from staff to assist their literacy.

To enhance the Junior High School experience for all of our students, Killarney offers complimentary classes that include CTF subjects (Industrial Arts, Food Studies, and Inquiry), Fine Arts (Art and Drama), a "Learning to Lead" complimentary class, as well as two second languages (French and Arabic).

Killarney School is part of the the North Central Catchment Schools (NCCS) cohort which consists of 19 schools whose focus is to develop a community of teaching and learning practice to ensure success of all of our students from Early Education to grade 12. Staff from all schools in the catchment work collaboratively to create successful transitions for students as they move from grade to grade and school to school. Through professional development on collaborative approaches to learning and promoting healthy school cultures and citizenship, the goal of the NCCS is to teach our students to become learners who are resourceful, goal-directed and purposeful.

School Community Relationships

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

CAFA - Canadian Arab Friendship Association, The Family Centre

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.

Killarney Goal #1: Success for Every Student**By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)**

By June 2021, all Killarney students will demonstrate growth in reading, writing and mathematics as measured by common HLAT, Reading results and internal numeracy assessments. At Killarney, we will measure our success using the following indicators: pre-assessment using Gates test and Jerry Johns, Fountas and Pinnell reading screening to measure growth ongoing throughout the year, MIPI. As a response to this information, identified students will receive small-group literacy and numeracy support from EA's. We will be exploring additional ways to support our ELL/Refugee students.

Results Achieved:

With a need to focus on a school-wide approach to Literacy, we provided professional learning and collaborative time for all staff to explore strategies to support literacy in their areas of instruction.

We implemented the STAR Reading assessment school-wide 3 times during the year. First, to identify students in need of support, then to track progress and add additional supports as needed.

Due to the large number of ELL/Refugee students and students reading/writing below grade-level, we created:

- ELL class with targeted support
- Extra LA block for students identified by teachers
- Literacy Lead teacher who identified students in need, provided push-in and pull-out supports, and provided PL for staff to build capacity
- Departments had regular conversation about ways that they were incorporating literacy into their instruction

As a response to our low Math results:

- MIPI given multiple times to identify students in need of additional support.
- Extra Math blocks to provide additional support.

Our ELL class saw 18 students receive intensive literacy support with EA support.

Our Extra LA class provided additional support to 65 students during the year.

Our Literacy Lead teacher provided small group guided reading throughout the year to **47** students.

Our Extra Math class provided additional support to 70 students during the year

Killarney Goal #2: Building capacity through a culture of collaboration and distributed leadership**By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans.**

At Killarney School, we will measure our success using the following indicators: personal reflections of professional growth from participation at inservices; attendance and feedback from catchment collaboration, PL Days and other catchment supported projects; Staff feedback on surveys; Accountability Pillar data. To support this goal, staff will work within departments and will collaborate around successful strategies to support Literacy and Numeracy. Staff will have access to being a part of catchment PD including monthly Catchment Collaboration team meetings, Learning Leaders and Intervisitations.

Results Achieved:

All staff were part of a NCCS collaborative group that developed an IBPGP and met monthly with colleagues within the catchment to learn and share.

85% of staff indicated that their IBPGP helped them meet their professional learning goals.

Staff took part in 2 NCCS PL days where they were able to attend sessions that were of interest to them.

Intentional time was built in each month for staff to collaborate as a staff; as a class team; as a department.

Professional Learning was put in place to allow staff opportunities to learn how to support themselves and students during a pandemic. Time was given to staff during PL days to collaborate with their colleagues. Teachers become part of a Class Collaboration Group which met regularly to share strategies that they were finding effective with shared groups of students.

Killarney Goal #3: A focus on well-being and student citizenship

By June 2021, Killarney School will see improvements in the areas of "Safe and Caring", "Education Quality", "Citizenship" and "School Improvement" as measured by the Accountability Pillar and Division Survey results.

Results Achieved:

This was a challenge last year due to the pandemic.

A school-wide commitment was made to ensure that students and families felt safe sending their children to school during a pandemic.

We saw an increase of +10% in percent of students who felt safe at school.

A Culture Week saw all cultures in our school celebrated through a variety of COVID-friendly activities.

Staff and students were involved in Listening Circles throughout the year.

FNMI activities and awareness was raised through school-wide activities.

Students and staff were involved in developing their own personalized Land Acknowledgement which is shared on announcements, at assemblies, and at staff meetings

Our Success Coach provided numerous supports to students.

Safe and Caring: 86.6%(-0.5%) Student Response: 81.1% (+5.7%)

Active Citizenship: 78.9% (+8.6%) Student Response: 72.9%(+15%)

Parent Involvement: 85.1%

Welcoming, Caring, Safe Learning Environments: 81.1%(new measure)

What were the biggest challenges encountered in 2020/21?

- COVID was a huge challenge last year. Following COVID protocols created a lot of stressors on staff and students. Teachers had to teach in areas that they were not experienced in, students had multiple quarantines during the year, and there were numerous disruptions to learning with inconsistent staffing (often no supply staff at all) and on-line and in-person learning. Many students who chose to access learning via on-line were not engaged in this instruction. As a result, there has been serious learning loss with many students, in particular our more vulnerable students who struggled with these numerous transitions.
- Lack of engagement and attendance was a challenge last year.
- We continue to have low rates of our students reading and writing at Grade level. Last year, 32% were reading at grade level, and 32% were writing at grade level, as measured by the HLAT, STAR and teacher observations throughout the year.
- The stress around COVID has challenged staff and student Mental Health.
- We continue to have large numbers of ELL and Refugee students at Killarney, so organizing to meet their needs in a Junior High setting has been challenging.
- Our classrooms continue to be very complex with ELL/Learning Disabilities/...

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

Our budget will focus on staff over stuff. We will align our resources to provide as much staff as possible towards supporting our students.

We will continue with an ELL class to support our new to English learners.

We will align our EA support to best meet the needs of our students.

Creation of a Health and Careers/Reading block to support students.

We will offer Literacy and Numeracy option classes for students who are identified by staff.

We will meet as departments to come up with plans to address and plan for learning loss in each subject area.

We will continue to build staff capacity to support high quality literacy programming in every classroom.

Our Success Coach will continue to support our students and staff in the area of Mental Health.

We will focus on creating a sense of school community while working within COVID guidelines.

We will have teachers teach in their areas of expertise.

We will pre-assess students levels in the areas of Reading/Writing and Mathematics using the CAT4/STAR/HLAT so that we can align supports for them.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Killarney School (7516)



Assurance Domain	Measure	Killarney School (7516)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	78.9	70.3	69.1	High	Improved	Good
	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	49.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.6	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	85.3	86.2	83.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.9	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.1	74.3	73.3	Very High	Improved	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, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

Killarney staff are committed to both student connection and wellness and academic rigor in teaching and learning.

Strategies and Action Plan:

- All departments have examined potential learning loss, and have planned their courses to provide additional support to our students.
- Separate ELL and Extra Math and Extra LA options to support students in need of additional instruction in their classes.
- We have made a commitment to explore how to support literacy in every classroom, and we will continue to participate in PL and collaboration to build staff capacity in Literacy. We will collaborate around the CAT4 and STAR data to share strategies.
- In recognition of our First Nation, Metis and Inuit heritage, our English Language Learners and students with significant special needs, we will work with the OECD Report as a guiding document to frame our work with our students.
- Teachers will also support student learning with an additional commitment to post learning topics and activities through their Google Classrooms.
- We have created a Flex Block each week in which students who are reading below grade level receive additional support in developing these skills.

Measures:

- PAT Results/HLAT Results/Course completion results/STAR Reading Assessment and CAT4 results/Fountas and Pinnell reading screening

Priority 1

By June 2022, collaboration, and job-embedded professional learning will enhance high quality classroom instructional practices, as measured by internal measures and Inquiry-Based Professional Growth Plans. (Priority 2)

Collaboration time will be prioritized for subject team collaboration in order for teachers to share strategies and materials, design common assessments, and support each other with differentiation. Teachers will be able to direct their learning through their Inquiry-Based Professional Growth Plans and their catchment teacher collaboration groups.

Strategies:

- Professional Learning Days will be planned around areas of need in the school including student and staff wellness
- Intentional time has been coordinated to allow for Department Collaboration

Measures:

- District feedback survey/NCCS Catchment survey/Anecdotal feedback from staff/Accountability Pillar

Priority 2

By June 2022, Killarney staff, students, and community partners will work to create a working and learning environment in which every person in the building feels safe, welcomed, cared for and respected, regardless of their individual differences. (Priority 3)

High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, collaborative approach, engaging parents, division resources, Specialized Learning Supports, and community resources.

Strategies:

- Success Coach to provide support to our students.
- Our Equity committee is providing learning for staff and students around anti-racism, equity, tolerance, FNMI, SOGIE, ...
- Staff will explore the results of the Resiliency Survey to guide our work in supporting students.
- In recognition of our First Nation, Metis and Inuit heritage, our English Language Learners and students with significant special needs, we will work with the OECD Report as a guiding document to frame our work with our students.

Measures:

- Accountability Survey - Parent Engagement; Safe and Caring Schools; Citizenship

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,419,168		3,431,709
Internal Revenue		0		0
REVENUE TOTAL		3,419,168		3,431,709
Classroom	20.500000	2,108,056	21.200000	2,180,038
Leadership	2.000000	257,458	1.800000	238,351
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	65,000	.000000	40,665
TOTAL TEACHER	22.500000	2,430,514	23.000000	2,459,054
(% of Budget)		71.08%		71.66%
Support	10.643000	619,638	10.643000	619,638
Support (Supply/OT)	.000000	20,000	.000000	7,000
Custodial	3.500000	233,671	3.500000	233,671
Custodial (Supply/OT)	.000000	10,000	.000000	7,000
TOTAL NON-TEACHER	14.143000	883,309	14.143000	867,309
(% of Budget)		25.83%		25.27%
TOTAL STAFF	36.643000	3,313,823	37.143000	3,326,363
(% of Budget)		96.92%		96.93%
SUPPLIES, EQUIPMENT AND SERVICES		65,100		65,100
INTERNAL SERVICES		40,246		40,246
TOTAL SES		105,346		105,346
(% of Budget)		3.08%		3.07%
TOTAL AMOUNT BUDGETED		3,419,169		3,431,709
Carry Forward Included		0		-16,454
Carry Forward to Future		0		16,454