

School: Homesteader [0240]
Address: 4455 - 128 Avenue

Principal: Christopher Simpson
Ward Trustee: Marsha Nelson



Enrolment		Staff FTE		Budget		
Normalized	218.000	Custodial	1.938000	Salaries	\$2,211,391	96.41%
Weighted	313.312	Exempt	0.000000	Supplies, Equip., Services	\$82,449	03.59%
Regular	218	Support	8.000000			
		Teacher	13.830000			
Year Opened	1977	Total 23.768000			Total \$2,293,840	100.00%

School Philosophy

At Homesteader School, our mission is to build relationships with our students and community to foster a safe, supportive and creative learning environment. This ensures each child successfully reaches their social, emotional and intellectual potential as lifelong learners. Our vision is to create a positive school culture through opportunities for success, supportive relationships and high expectations. We also believe in building strong relationships with our larger school community to help our students and families feel connected and valued.

Community Profile

Homesteader School is located in the south Clareview area of Edmonton. We are a culturally diverse community that celebrates our uniqueness and diversity. The river valley and Kennedale Ravine are close and are resources that supplement our educational programming and support our land-based teachings. We have a strong and active school council and parent fundraising group who continue to support student technology, special activities, school-wide performances and other programs that enrich our students' learning.

Programs and Organization

Homesteader School provides programming from Kindergarten through to Grade Six. We are also a Division site that provides Opportunity programming for Grades One to Six students. We partner with a number of community organizations to enhance the school experience for our students. We also have a strong volunteer base in the community that takes the time to support and enhance student learning.

School Community Relationships

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

APPLE Schools, Abbottsfield Youth Project, ArtStart (E4C), E4C, Free Play for Kids

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, all students who have been at our school for at least one year, and are writing below grade level, will demonstrate growth towards writing at or above grade level. This will be supported by:

- Staff engagement in specific and targeted professional learning through the Equity Achievement Project to build knowledge about working with students who are not writing at grade level.
- Continuous monitoring of all students for growth and provision of targeted supports (i.e. guided writing groups) or interventions (i.e. phonological awareness) when required.
- Job embedded staff collaboration (release time, team teaching, push in support) with the school literacy lead to support the purposeful implementation of research based best practices in writing development and the discussion of student progress at scheduled times throughout the year.
- Where possible, teachers will tie learning activities to Indigenous ways of knowing (OECD, 2017, p.104) to help connect student experiences to their learning.

Results Achieved:

Writing growth (HLAT) - The school continues to focus on improvement in writing skills with 22% of students writing at grade level and 47% of students, who have been at the school for one or more years, demonstrating one or more years of growth on the HLAT.

Reading growth can be seen as a measure of preparedness for writing:

Reading growth (BAS) - 24% of students are reading at grade level and 8% above grade level. 90% of students who have been at the school for one or more years showed measurable growth from September to June on their BAS assessments.

Screeners - In the Fall, we saw 52% of students required targeted support. This number fell to 34% indicating that targeted support initiatives have been effective.

CAT4 - Students' performance on the CAT4 assessment remained consistent throughout the year, with 42% scoring at Stanine 4 or higher.

EYE-TA (Language and Communication) - Kindergarten students' language and communication skills have improved from fall to spring (+8%), with a higher percentage (76%) now in Tier 1 (green).

Alberta Education Assurance Measure (Education Quality) - Our school community is highly satisfied with the overall quality of education, with a 90.6% approval rating.

Division Feedback Survey (I have the knowledge and skills to support students in their literacy learning) - All staff feel confident in their ability to support students in literacy development.

By June 2024, all students who have been at our school for at least one year will demonstrate growth in numeracy. This will be supported by:

- Staff engagement in evidence-based numeracy professional learning through the Equity Achievement Project to build knowledge and confidence when working with students who are not yet achieving at grade level.
- Monitoring students for growth and the provision of targeted support (i.e. guided math groups) or formal mathematics interventions.
- Job embedded staff collaboration (release time, team teaching, push in support) with the school numeracy lead to support the purposeful implementation of research based best practices in numeracy development and the discussion of student progress at scheduled times throughout the year.
- Where possible, teachers will tie learning activities to Indigenous ways of knowing (OECD, 2017, p.104) to help connect student experiences to their learning.

Results Achieved:

Screeners - Our targeted support interventions have been effective, reducing the need for assistance from 45% of students in the fall to 41% in the spring.

CAT4 (Mathematics) - On the Fall CAT4 assessments, 53% of the students were at Stanine 4 or higher. In the Spring, 51% of our students were at Stanine 4 or higher.

CAT4 (Computation and Estimation) - Students' computational and estimation skills have shown improvement, with a slight increase in the percentage scoring at Stanine 4 or higher from 52% in the fall to 57% in the spring.

Division Feedback Survey (I have the knowledge and skills to support students in their numeracy learning) - All staff feel well-equipped to support students in their numeracy development.

What were the biggest challenges encountered in 2023-2024?

Curriculum Implementation: Adapting to the new curriculum and gathering appropriate resources took time and effort. Effective delivery methods and resource selection are ongoing processes.

Reading and Writing Growth: While students are making progress, we recognize the need for further targeted interventions and continued use of effective programs like Writers' Workshop and best practices like Guided Reading to achieve our desired outcomes.

Enrollment Fluctuations: Due to fluctuating enrollment and diverse student needs, we had to adjust our school organization and staffing to ensure optimal support for all students.

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

- Literacy:**
- Positive Growth: Students' literacy skills continue to improve, thanks to whole-school targeted literacy instruction, including explicit phonics, phonological awareness, and morphology instruction, and Writers' Workshop.
 - Sustainability: Ongoing professional development for staff and community involvement will help maintain these positive trends.
- Numeracy:**
- Progress: Students have made strides in their numeracy skills, particularly in computation.
 - Improvement: Focusing on teacher professional development, intensified interventions, and increased teacher collaboration will be crucial for further enhancing students' mathematical knowledge.
- Parental Involvement:**
- Increased Satisfaction: Parental satisfaction with school involvement has increased significantly (from 74% to 90%).
 - Sustainability: We will continue to explore new ways to increase parental engagement and create opportunities for partnership, including strengthening our connections with community organizations.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7240 Homesteader School

Assurance Domain	Measure	Homesteader 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	86.1	86.5	88.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.6	83.0	82.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	45.7	41.2	41.2	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	8.6	2.9	2.9	19.8	18.0	18.0	Low	Improved	Acceptable
	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	90.6	90.4	92.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	85.9	87.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	83.9	83.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.3	74.0	80.2	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, all students at Homesteader School will demonstrate growth in reading achievement.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Developing teacher efficacy through collaboration around student reading data to support the implementation of reading interventions.
- Regular monitoring of student reading levels through a common school assessment tracker.
- Engagement with families and community partnerships to promote reading.

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; literacy intervention results; teacher observations; teacher awarded grades; Canadian Achievement Test 4; staff efficacy and student perception of their reading progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Measures, and Provincial Achievement Test results.

Division Priority 1

By June 2025, all students at Homesteader School will demonstrate growth in their ability and confidence to engage in math.

Achievement of this goal will be supported by:

- Job embedded staff collaboration with the school numeracy lead to support the purposeful implementation of research based best practices in numeracy development and the discussion of student progress at scheduled times throughout the year.
- Regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence-based numeracy professional learning to build knowledge and confidence when working with students who are not yet at grade level.
- Engagement with families and community partnerships.

What data will you use to track continuous improvement?

Provincial screening assessments, numeracy intervention results, teacher observations; teacher awarded grades, Canadian Achievement Test 4; staff perception of their capacities and student perception of their mathematical progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Measures, and Provincial Achievement Test results.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence, a deeper understanding of reconciliation and an enhanced sense of belonging.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Sacred Teachings, developing personalized land acknowledgements, updating resources, examining bias and focusing on the 9 Things Children Need by Dr. Ungar.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship. As well as

maintaining or increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,211,998		2,293,840	
Internal Revenue		0		0
REVENUE TOTAL	2,211,998		2,293,840	
Classroom	12.401000	1,340,213	12.479000	1,348,643
Leadership	1.367000	187,269	1.351000	185,829
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	43,000
TOTAL TEACHER	13.768000	1,570,482	13.830000	1,577,472
(% of Budget)		71%		68.77%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	437,300	8.000000	492,855
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	1.938000	130,064	1.938000	130,064
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.938000	578,364	9.938000	633,919
(% of Budget)		26.15%		27.64%
TOTAL STAFF	22.705999	2,148,846	23.768000	2,211,391
(% of Budget)		97.15%		96.41%
SUPPLIES, EQUIPMENT AND SERVICES		44,700		55,349
INTERNAL SERVICES		18,452		27,100
TOTAL SES		63,152		82,449
(% of Budget)		2.85%		3.59%
TOTAL AMOUNT BUDGETED		2,211,998		2,293,840