

School: Homesteader [0240]

Address: 4455 - 128 Avenue

2023-2024 Revised Budget

Profile

Principal: Christopher Simpson

Ward Trustee: Marsha Nelson



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	238.000	Custodial	1.938000	Salaries	\$2,211,582	95.42%
Weighted	316.448	Exempt	0.000000	Supplies, Equip., Services	\$106,042	04.58%
Regular	238	Support	7.214000			
		Teacher	<u>14.147000</u>			
Year Opened	1977	Total	23.299000	Total	\$2,317,624	100.00%

School Philosophy

As a 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 school 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. The community contains a mixture of single family homes, multi-family complexes and high-density housing. We are a culturally diverse community and have a significant number of students who are learning English for the first time. Homesteader qualifies for full-day Kindergarten programming due to the overall socio-economic needs of our community.

Programs and Organization

Homesteader School provides programming from Kindergarten through to Grade Six. We also are a Division site for Opportunity programming at the Division One and Two levels. This year we have seven Grade One to Grade Six classes, two full-day Kindergarten classes, one Division One Opportunity class, and two Division Two Opportunity classes. We have many extracurricular and after school opportunities that support the development of the whole child and that meet the needs and interests of our students. We also have a school council that is made up of a strong, active, and dedicated group of parents who continue to support technology, special activities, performances and other programs that enhance our students' 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:

Abbottsfeld Youth Project 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 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).

Catchment: By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project, and other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Homesteader School: We will implement a multi-tiered system of support for students who have been identified by teachers as being below grade level. Information will be collected at regular intervals through the year in order to assess student growth and help guide teacher instruction. Student progress will be shared with parents, guardians and other stakeholders, as required, in order to help support student growth.

Results Achieved:

This year there was a drop in our overall reading results as a school. 74 (29.0%) of our 252 students were reading at grade level and 15 (6.0%) students were above grade level. Both our English Language Learners and our First Nation, Metis and Inuit students saw growth again this year in their reading levels with 23 out of 99 (23.2%) and 16 out of 45 (36.2%) students reading at or above at grade level respectively. That is a 2.6% increase for our English Language Learners and a 4.8% increase for our First Nations, Metis and Inuit students over last year. As for writing, we saw a small increase in the number of students writing at or above grade level, but are still well below (33% less) than we were five years ago. On the Highest Level of Achievement Test - Writing, 65 (25.8%) of our 252 students were at or above grade level.

In the area of Numeracy, the Grade Two students went from 16 (50%) students out of 32 being at-risk in the Fall to only 10 (33.3%) in the Spring. Our Grade One students saw an increase in students that fell in the at-risk category in the Spring. We went from 13 (37.1%) out of 35 in that category in January to 18 (47.4%) out of 38 in the Spring. We also saw the same trend in Grade Three with 7 (25.9%) out of 27 at-risk in the Fall and then 8 (27.6%) out of 29 in the Spring. As for our Grade Four to Six students, we saw an increase in their mathematical abilities from the Fall to the Spring. Our Grade Four students saw 12 (40%) out of 30 at the Stanine 4 or higher level on the CAT-4 in the fall move to 19 (61.3%) out of 31 students achieve this result in the Spring. In the Fall, 17 (58.6%) out of 29 Grade Five students achieved this result. In the Spring this number was 23 (69.7%) out of 33 students achieving this result. As for Grade Six, 11 (44.8%) out of 24 students were at the Stanine 4 or higher in the Fall. This number increased to 24 (72.7%) out of 33 students reaching the same level in the Spring.

The Spring Kindergarten EYE-TA results held steady this year with 27 out of 39 (69.2%) of students receiving "green" (good) scores in their overall RTI results. This was a huge gain from the fall where only 14 out of the 38 (36.8%) of these students were in the "green" in the overall RTI results. The two areas that students seemed to require higher levels of support were in the Cognitive Skills and the Language/Communication areas.

Our Provincial Achievement Tests saw an increase in the number of our Grade Six students reaching the acceptable level. We had 17 out of 19 (89.5%) of our students reach this level in Language Arts and 10 out of 18 (55.6%) reach it in Mathematics. That is a 9.2% increase in Language Arts and a 7.6% increase in Mathematics.

As a side note, the questions from the Assurance Survey which asked the respondents if they were satisfied with the overall quality of basic education at the school, we continued to have an overall rating of "excellent" and an achievement level of "very high" with 90.4% of the respondents happy with the quality of education offered at Homesteader.

Catchment: By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

Homesteader School: We have planned and targeted professional learning for all staff including dedicated monthly meeting time to collaborate and discuss topics related to anti-racism and diversity. There will also be a focus on best practices related to First Nation, Metis and Inuit education, especially in the areas of numeracy, literacy, student well-being, mental health and active involvement of families. Continued staff involvement and participation in Catchment Communities of Practice will increase cross catchment connections and expand conversations to support improvement in teacher practices. We will continue to build our relationships with our families, community stakeholders and partners in order to broaden and support the learning experiences of our students.

Results Achieved:

The professional learning and work that staff completed around First Nation, Metis and Inuit education, becoming a better ally for our diverse school community, as well as mental health and well-being of students, was reflected in the Division Feedback survey. 100% of staff either agree or strongly agree that Homesteader is a place where all students belong. 100% of staff also feel that the many diverse cultures at Homesteader are represented in books and materials at the school. 100% of staff also believe the professional support they have received at the school level has enhanced their confidence in supporting First Nation, Metis, and Inuit students. And 100% of staff agree or strongly agree that Homesteader does take the steps to support a sense of belonging and inclusion for everyone. This is echoed by the parents as well. 97% of parents agree or strongly agree that their child feels welcome at school. And 86% of parents agree or strongly agree that they feel welcome in the school community.

The Alberta Education Assurance Measure also indicated that parents, students and staff feel that the Homesteader school community, and those within it, model the characteristics of active citizenship. These questions asked the respondents to reflect on respect, helping others, involvement and students trying, and being encouraged, to do their best. 94 (83%) out of 114 respondents agree that the individuals in the Homesteader School community model the characteristics of active citizenship. The school's achievement ranking was "very high" with an overall measure of "excellent" in this area.

Catchment: By June 2023, all staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness as well as social/emotional development. Progress may be measured by qualitative and quantitative data from both internal and external sources.

Homesteader School: We have planned professional learning for all staff that will focus on student well-being and mental health. Continued staff involvement and participation in the Equity Achievement Project will support improvement in teacher practices related to mental health and social/emotional development. We will continue to build authentic relationships with our families, community stakeholders and partners in order to provide supports and positive experiences for our students.

Results Achieved:

School staff worked extremely hard at creating a safe, caring environment for students and families, where supports and positive experiences were created for the students. On the Alberta Education Assurance Measure, 100 (87.7%) of the 114 people surveyed agree that Homesteader School is safe, children are learning about the importance of caring for others, and respect each other and are treated fairly. More specifically, 98 (85.9%) of 114 people surveyed agree that Homesteader is a safe, caring and welcoming school. It is also important to note that 99% of staff indicated that the school-level collaboration and professional learning around supporting students' mental health and well-being was helpful to some extent.

Homesteader School continues to use a number of internal and external agencies to help provide services to our students and families. These included the Abbotsfield Youth Project, FreePlay, APPLE School, and E4C, as well as school division supports like the Specialized Learning Support team. 96 (83.9%) out of 114 people on the Alberta Education Assurance Measure agree that students have access to appropriate services at school. 96 (83.8%) out of 114 surveyed agree that the programs for at-risk students were timely and were easy to access. 84 (73.3%) of the 114 people surveyed were satisfied with accessibility, effectiveness and efficiency of the programs and services provided in the community.

What were the biggest challenges encountered in 2022-2023?

We saw a September 30 enrollment drop from 218 students in 2021/22 to 208 for the 2022/23 year. After the September 30 enrollment count, 44 new students enrolled at Homesteader School. This caused a shortfall in our budget and we had to access Division Equity funds to help cover costs related to new staffing positions. It was also a challenge to find staff to fill these positions.

Of the 252 students, 45 (17.9%) identified as First Nations, Metis, and Inuit, 99 (39.3%) were identified as English Language Learners or Refugee and 71 (28.2%) received eligibility coding for Special Needs support. We had 68 (26.9%) students referred to our Specialized Learning Services team with 34 (13.5%) of these students being identified for specialized learning supports. Also, we are seeing a number of students entering Kindergarten with more complexities than before and families not having any support from external agencies. Last year we had 14 families for whom English was not their first language and 8 students were eligible for extra funding support ranging from the moderate to profound level.

Consistent attendance for some of our students was a struggle that we were trying to address. 15 (6.0%) of students attended less than 50%, 34 (13.5%) students attended between 50-74%, 104 (41.3%) attended between 75-89%, 96 (38.1%) students attended between 90-99% and only 3 (1.2%) attend 100% of the time. In summary, we had 49 students miss 47 or more days of school last year.

Another big challenge we have is that even though parents have access to timely and important school information via SchoolZone, Google classrooms, newsletter, personal

emails, and phone calls, a large portion of parents are not responding to the communication attempts or engaging with school staff. We are working with our School Council to provide numerous events where we are able to work with our families in overcoming barriers (whether it was language translation or technology access) that interfere with engagement. We also accessed community agencies to help provide more support to our families with engaging the school.

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

To support literacy and numeracy, school staff will continue to receive professional learning opportunities around best teaching practices through the Equity Achievement Project and will receive support from the school teacher leads. The focus will be on teaching practices such as phonological awareness, Writers' Workshop, and First Steps in Math. We will also continue with our targeted professional learning to support staff in the areas of First Nations, Metis and Inuit education as well as the topics of anti-racism and diversity. Through professional learning offered by our Catchment Communities of Practice and through school-level opportunities, staff will be able to feel more comfortable in addressing the topics of reconciliation and diversity in their classroom. Also, we have started to take a deeper look at our practice in regards to mental health and well-being. We have planned professional learning around how to support complex students in their learning, mental health and well-being.

Through collaboration with external agencies, we will access community resources and leverage partnerships in order to build stronger family engagement and community support. We have an individual from the Settlement Workers in School Program to help some of our families navigate their new community. We have also been able to provide another afterschool program from E4C (ArtStart) in hopes of capturing more students with extracurricular activities and support. As a school, we also joined the Eastglen Catchment in the social innovation lab (Schools That Listen). We are hoping that we can work with our students and families to learn what barriers stop our students from completing high school. We then will work as a partner on removing or shifting these barriers in order to help our students achieve their full potential.

Despite all the challenges, staff continue to feel supported as indicated in the Division and Assurance Surveys and by the number of staff moving to other schools. We only had one staff member move schools in the last two years. We will continue to work at providing a safe, caring and welcoming school environment. We will take every opportunity to build strong relationships with our families and community through Google Meets, conferences, phone calls, and provide multiple opportunities for special events and activities within the school. We will build opportunities to help families support their child's education through newsletters, family activities and information videos.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	86.5	89.8	89.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.0	82.8	83.6	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	41.2	46.2 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.9	5.1 *	n/a	16.0	17.7	n/a	Very 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	90.4	93.6	91.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	89.8	89.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.9	82.8	82.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.0	86.4	87.5	79.1	78.8	80.3	Low	Declined	Issue

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, 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.

What data will you use to track continuous improvement?

Continuous improvement will be measured using PAT and HLAT results, teacher assessed products (i.e. pre and post On Demand Writing assessments), as well as teacher observations (i.e. Writing Conferences).

Division Priority 1

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.

What data will you use to track continuous improvement?

Continuous improvement will be measured by PAT and CAT4 assessment results, results from the Fall and Spring Alberta Learning Loss Screeners, teacher assessed products, as well as teacher observations (i.e. guided math groups).

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,182,032		2,317,624
Internal Revenue		0		0
REVENUE TOTAL		2,182,032		2,317,624
Classroom	12.544000	1,350,651	12.647000	1,361,740
Leadership	1.500000	200,695	1.500000	201,049
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	65,000
TOTAL TEACHER	14.044000	1,586,346	14.147000	1,627,789
(% of Budget)		72.7%		70.24%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	370,008	7.214000	431,411
Support (Supply/OT)	.000000	6,000	.000000	15,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	4,000	.000000	9,000
TOTAL NON-TEACHER	7.938000	508,390	9.152000	583,793
(% of Budget)		23.3%		25.19%
TOTAL STAFF	21.982000	2,094,736	23.299001	2,211,582
(% of Budget)		96%		95.42%
SUPPLIES, EQUIPMENT AND SERVICES		59,646		73,879
INTERNAL SERVICES		27,650		32,163
TOTAL SES		87,296		106,042
(% of Budget)		4%		4.58%
TOTAL AMOUNT BUDGETED		2,182,032		2,317,624
Carry Forward Included		0		0
Carry Forward to Future		0		0