

## Profile



| <u>Enrolment</u> |         | <u>Staff FTE</u> |                  | <u>Budget</u>              |                    |         |
|------------------|---------|------------------|------------------|----------------------------|--------------------|---------|
| Normalized       | 369.500 | Custodial        | 2.260000         | Salaries                   | \$3,125,658        | 95.06%  |
| Weighted         | 509.435 | Exempt           | 0.000000         | Supplies, Equip., Services | \$162,456          | 04.94%  |
| Regular          | 394     | Support          | 13.586000        |                            |                    |         |
|                  |         | Teacher          | <u>18.618000</u> |                            |                    |         |
| Year Opened      | 1977    | <b>Total</b>     | <b>34.464000</b> | <b>Total</b>               | <b>\$3,288,114</b> | 100.00% |

### School Philosophy

At Steinhauer School, we believe that all students can thrive and be successful in an environment that is kind, respectful and safe. Our goal is to ensure all students feel a sense of belonging while developing empathy and compassion for others. Together, we nurture safe and trusting relationships that support risk-taking, honour diversity, and develop leadership.

At Steinhauer School, all students follow the RRSPs: Respect, Responsibility, Safety and Pride.

### Community Profile

We are a Kindergarten to Grade 6 school serving the Steinhauer, Ermineskin, Paisley, Graydon Hill and Hays Ridge neighbourhoods in south Edmonton. We offer the following programs: [Regular](#) and Division I & II Connections. Each year, attendance can vary from grade to grade. We rely on families to make their school choice during the pre-enrolment selection process. All families living within the attendance area who have met the pre enrolment deadline or who are new to the area will be accommodated at Steinhauer School. Families living outside the attendance area are encouraged to contact the office for more information.

### Programs and Organization

We are a Kindergarten to Grade 6 school serving the Steinhauer, Ermineskin, Paisley, Graydon Hill and Hays Ridge neighbourhoods in south Edmonton. We offer the following programs: [Regular and Division I & II Connections](#).

Steinhauer School is a designated division site for the Connections Program for Grades 1 to 6 students who meet eligibility requirements.

We provide a supportive learning environment that fosters growth for all learners as they prepare to meet present and future challenges. We foster a positive learning environment where students are encouraged to take risks. We have a strong focus on literacy, numeracy and student leadership.

### School Community Relationships

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

Risen Lord Lutheran Church, Southside Church of the Nazarene, Southside Manor (Shepherd's Gardens), St. Joe's Auxiliary Hospital

### 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, 75% of students who have been at our school for at least one year, will demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Teachers engaging in professional learning with a Division literacy consultant. The focus will be on strategies for intervention.
- Monitoring all students for growth and the provision of targeted literacy support by doing guided reading daily.
- A school-wide focus on explicit vocabulary instruction around reading conventions, as well as types of text.

#### Results Achieved:

Goal Achieved. 76% of students who have been at Steinhauer for at least one year demonstrated at least one year of reading growth, based on Fountas and Pinnell guided reading levels. Analyzing CAT4 Reading Data by comparing fall and spring results, we saw the following increases in the percentage of students reading at an average or above average level: Grade 4: increased by 15%, Grade 5: increased by 3%, and Grade 6: increased by 6%. In the spring, 90% of Grade 6 students were reading at an average or above average level. The overall percentage of students in Grades 4-6 reading at average or above average increased from 67% to 79%.

Division One teachers implemented the UFLI (University of Florida Literacy Initiative) in their literacy instruction. Guided reading was taught in Grades 1-5, while literacy circles were introduced in Grade 6. All teachers received training from a Division Literacy Consultant on identifying the needs of struggling readers and implementing appropriate instructional practices to improve their reading skills.

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to school and our community. Achievement of this goal will be supported by:

- A lead team working with Dr. Ungar's Resiliency Project to create a school-wide plan to support building rugged qualities in students, as well as creating the conditions to promote resiliency at Steinhauer School.
- Maintaining school partnerships within our community i.e. St. Joseph's Auxilliary hospital, Shepherd's Care (Southside Manor), and Big Brothers and Big Sisters.
- School-wide participation in wellness Wednesdays which promotes physical wellness and emotional support through teaching strategies to enhance mental wellness.
- Taking community walks to create a sense of belonging including snow angel shovelling project and Christmas card delivery within the neighbourhood.

#### Results Achieved:

Goal Achieved when using the Division Feedback Survey for grades 4-6 students, there was an increase in positive responses across questions that relate to belonging and connection which suggests that we are making progress in fostering a sense of belonging among students. 90% of students feel that school is a place they belong. 85% feel like they can be themselves at their school. 82% feel like they belong at their school. 85% believe they have opportunities to be involved in activities that support their sense of belonging. Families who participated in this survey also had an increase in positive responses related to belonging and connection with 90% feeling like their child belongs at Steinhauer and 85% feeling welcome in their child's school.

Goal not achieved when using the Assurance Survey Results with grade 4 students and only six parents of grade 4 students as respondents. The percentage of parents who agreed that "Steinhauer School is a welcoming place to be" was 83% in 2024, down from 100% in 2023. In 2024, 67% of parents agreed that "students at the school care about each other", while 92% agreed in 2023. 33% of parents in 2024 stated that "students at the school respect each other" and 66% of parents stated that they did not know, compared to 92% the previous year. 92% of parents agreed that "students treat each other well at school" in 2023, but this number fell to 67% in 2024.

Parents' satisfaction that "students are safe at school", "learning the importance of caring for others", "learning respect for others", and are "treated fairly at school" declined from 96.9% in 2023 to 60% in 2024. The percentage of parents who agreed that "students have access to appropriate supports and services at school" also decreased, from 93.8% in 2023 to 60% in 2024. Despite these declines, the overall percentage of teachers, parents, and students who agreed that "Steinhauer School provides a welcoming, caring, respectful, and safe learning environment" remained relatively high, at 91.1% in 2024.

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

There has been a significant shortage of resources for the new curriculum, leaving teachers feeling underprepared to address the new learning outcomes. As student enrollment continued to grow throughout the year, larger class sizes emerged, making it increasingly difficult to meet the individual needs of all students, especially non-English speakers. Additionally, we faced shortages of student desks as enrollment surged. Although we were able to reduce class sizes mid-year by adding extra classrooms with government funding, these changes disrupted the continuity of instruction.

Another ongoing challenge has been the shortage of supply teachers and educational assistants (EAs), which has complicated our ability to fill staffing gaps and maintain a consistent learning environment. Frequent turnover of students has created learning gaps, making it hard for many to keep up.

Some students have experienced significant trauma, affecting their academic, social, and emotional functioning, which has led to challenging behaviors in the classroom. We are navigating a high level of complexity in our classrooms, where students have diverse and significant needs, including medical, behavioral, and academic challenges. These complexities are further compounded by limited resources for providing individualized support, particularly for students with mild to moderate needs, and accessing specialized mental health services.

Our school is committed to supporting students facing food insecurity and inadequate winter clothing through our parent council and community partnerships.

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

Participation in the Alberta Education Assurance Measures Survey was notably low, with only six parents participating. This highlights a significant opportunity to enhance family engagement in school activities and initiatives. By adopting more intentional communication strategies, we can ensure that families are well-informed and actively involved in their children's educational experiences.

Additionally, we aim to foster a stronger sense of belonging among our students. By empowering student voices and promoting ownership of the school community, we can help our students feel more connected to their learning environment.

We recognize the need to improve literacy outcomes. In 2023-2024, 62% of our students were reading at or above grade level. Increasing this percentage is a priority as we strive to enhance overall academic achievement.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7241 Steinhauer School

| Assurance Domain               | Measure   | Steinhauer 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   | 73.5              | 87.4             | 89.4                | 83.7           | 84.4             | 84.8                | n/a                | Declined Significantly | n/a     |
|                                | Citizenship   | 75.3              | 93.6             | 93.0                | 79.4           | 80.3             | 80.9                | Intermediate       | Declined Significantly | Issue   |
|                                | 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  | 63.8              | 69.6             | 69.6                | 68.5           | 66.2             | 66.2                | Low                | Maintained             | Issue   |
|                                | PAT6: Excellence  | 22.4              | 10.9             | 10.9                | 19.8           | 18.0             | 18.0                | High               | Improved               | Good    |
|                                | 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   | 86.5              | 93.9             | 95.1                | 87.6           | 88.1             | 88.6                | Intermediate       | Declined               | Issue   |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 81.8              | 94.4             | 94.5                | 84.0           | 84.7             | 85.4                | n/a                | Declined Significantly | n/a     |
|                                | Access to Supports and Services                                       | 72.9              | 89.1             | 83.5                | 79.9           | 80.6             | 81.1                | n/a                | Declined               | n/a     |
| Governance                     | Parental Involvement  | 72.3              | 88.5             | 83.2                | 79.5           | 79.1             | 78.9                | Low                | Maintained             | 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 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, 80% of students who have been at our school for at least one year will demonstrate one year's reading growth. Achievement of this goal will be supported by:

- Teachers implementing guided reading and literacy circles on a daily basis.
- Explicit instruction in morphology, phonics, and phonemic awareness.
- Developing higher-order thinking skills to enhance reading comprehension.
- Engaging students in a daily home reading program.

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

We will use the following data to track continuous improvement: CAT-4, guided reading levels, Benchmark Assessment System levels, and the EPS Dashboard Dossier.

#### Division Priority 3

By June 2025, students at Steinhauer School will demonstrate growth in their sense of belonging and connection to both the school and the broader community. Achievement of this goal will be supported by:

- A lead team collaborating with Dr. Ungar's Resiliency Project to develop a school-wide plan that fosters resilient qualities in students and creates supportive conditions at Steinhauer School.
- Engaging with the Responsive School Network to gather student feedback on what fosters their sense of belonging.
- Building meaningful connections between students and the local community by maintaining and expanding partnerships with organizations such as St. Joseph's Auxiliary Hospital and Shepherd's Care (Southside Manor).
- Providing increased opportunities for family engagement and input.
- Promoting wellness and mental health through initiatives like Wellness Wednesdays.
- Creating a sense of belonging through community walks and service projects.

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

We will utilize questions from the Division Feedback Survey and the Alberta Education Assurance Survey that relate to belonging, engagement, and connectedness to monitor and drive continuous improvement in our programs.

|                                  | 2024-25 Spring Proposed |                  | 2024-25 Fall Revised |                  |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources                        |                         | 3,089,863        |                      | 3,288,114        |
| Internal Revenue                 |                         | 0                |                      | 0                |
| <b>REVENUE TOTAL</b>             |                         | <b>3,089,863</b> |                      | <b>3,288,114</b> |
| Classroom                        | 16.013000               | 1,730,574        | 17.118000            | 1,849,994        |
| Leadership                       | 1.500000                | 213,951          | 1.500000             | 214,523          |
| Teaching - Other                 | .000000                 | 0                | .000000              | 0                |
| Teacher Supply                   | .000000                 | 54,080           | .000000              | 54,276           |
| <b>TOTAL TEACHER</b>             | <b>17.513000</b>        | <b>1,998,605</b> | <b>18.618000</b>     | <b>2,118,793</b> |
| <b>(% of Budget)</b>             |                         | <b>64.68%</b>    |                      | <b>64.44%</b>    |
| Exempt                           | .000000                 | 0                | .000000              | 0                |
| Exempt (Hourly/OT)               | .000000                 | 23,619           | .000000              | 17,000           |
| Support                          | 13.221000               | 803,452          | 13.586000            | 828,352          |
| Support (Supply/OT)              | .000000                 | 6,000            | .000000              | 10,000           |
| Custodial                        | 2.250000                | 146,487          | 2.260000             | 147,013          |
| Custodial (Supply/OT)            | .000000                 | 6,000            | .000000              | 4,500            |
| <b>TOTAL NON-TEACHER</b>         | <b>15.471000</b>        | <b>985,558</b>   | <b>15.846001</b>     | <b>1,006,865</b> |
| <b>(% of Budget)</b>             |                         | <b>31.9%</b>     |                      | <b>30.62%</b>    |
| <b>TOTAL STAFF</b>               | <b>32.984000</b>        | <b>2,984,163</b> | <b>34.464001</b>     | <b>3,125,658</b> |
| <b>(% of Budget)</b>             |                         | <b>96.58%</b>    |                      | <b>95.06%</b>    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 68,810           |                      | 68,144           |
| INTERNAL SERVICES                |                         | 36,890           |                      | 94,312           |
| OTHER INTEREST AND CHARGES       |                         | 0                |                      | 0                |
| <b>TOTAL SES</b>                 |                         | <b>105,700</b>   |                      | <b>162,456</b>   |
| <b>(% of Budget)</b>             |                         | <b>3.42%</b>     |                      | <b>4.94%</b>     |
| <b>TOTAL AMOUNT BUDGETED</b>     |                         | <b>3,089,863</b> |                      | <b>3,288,114</b> |