Profile

Enrolment		Staff FTE		Budget		
Normalized	833.500	Custodial	4.500000	Salaries	$5,432,758	95.11%
Weighted	966.121	Exempt	0.800000	Supplies, Equip., Services	$279,122	04.89%
Regular	867	Support	12.400000			
		Teacher	35.361000			
Year Opened	2009	**Total**	**53.061000**	**Total**	**$5,711,880**	100.00%

School Philosophy

Esther Starkman School is a Professional Learning Community which believes that it is our mission to ensure high levels of learning for every child. To accomplish this mission the staff of Esther Starkman will focus on: 1) learning 2) professional collaboration 3) results. Collaborative teams at Esther Starkman will seek the answers to four fundamental questions as part of developing our Professional Learning Community. 1) What do we want students to learn? 2) How will we know if they have learned it? 3) What will we do when they don't learn? 4) What will we do if they already know it? We believe that adult learning drives student learning and, as a result, we will set high expectations for our students and ourselves as we develop our school culture and bring to life our school vision of *Excellence For All Students.*

Community Profile

Esther Starkman School first opened its doors in 2010. Esther Starkman is located in southwest Edmonton and was established in September 2010. The school serves the Terwillegar Towne Community for students enrolled in kindergarten to grade 9. The YMCA leases two of our portables for before and after school care.

Programs and Organization

Esther Starkman School is a Kindergarten to Grade 9 school with a capacity of 1050 students. The school is a Division site for the Chinese (Mandarin) Bilingual Program in junior high.

School Community Relationships

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

YMCA

School: Esther Starkman [1460]
Address: 2717 Terwillegar Way

2023-2024 Budget Planning System
Results and Implications

Principal: Kyril Mueller
Ward Trustee: Julie Kusiek

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 at Esther Starkman will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

Strategies:
- Catchment based PD and PL
- Teacher collaboration
- Inquiry Based Growth plans

Year 1- Actions

- Building clarity about curriculum outcomes/expectations (KUSP)
- Access to Reading Screener PD
- Lifting to Writing Professional Learning
- Jump Math will be implemented in Grade K-6 classrooms. Next steps will be PL actions for 2023-2024
- Professional learning in phonological awareness, phonics, spelling, academic vocabulary and reading comprehension strategies, etc

Year 2-actions

- Jump Math will be implemented in Grade K-6 classrooms. Next steps will be PL actions for Division 2 in 2023-2024
- UFLI professional learning and community of practices for Division 1
- Shared writing focus - standards, common rubrics, collaborative marking

Year 3

- Academic vocabulary

Measures of success & Indicators:

- pre- & post-intervention measures, teacher reported reading levels
- CAT-4 data, HLAT data, Lens and Castle and Coltheart 3 (CC3) data,
- Provincial Achievement Test (PAT) data, Diploma exam data,
- High School completion data, teacher awarded marks, EAL Proficiency Levels

In 2023-2024 we identified many elements that were hindering teachers from being agile and responsive to student learning data. For some time there has been a focus on reporting versus formative assessment and collaboratively addressing when students have not learned outcomes as they are being taught. As we navigated this, we eliminated data collection that was redundant as well as creating conditions for authentic dialogue in regards to student learning. Our work last year was aligning the data regarding how our students feel in regard to our instruction, supporting their learning and understanding how they learn and unpacking that data with the PAT, CAT-4 and HLAT results we currently have. We have work to do. This is particularly evident in our junior high cohorts and their results.

OVERVIEW:
- According to the Alberta Education Assurance Survey, 85.6% of our teachers, parents, and students are satisfied with the overall quality of education. This decrease is due

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to parent feedback indicating students do not have enough access to support in grades 7-9, specifically related to getting the support needed from the school to help their child be successful in their learning and that students can access programs and services to be successful in school.

- Last year we began the process of implementing a "System of 12" process that identifies key areas grade and subject-specific teachers will target with collaborative collective work. This work focuses on reading, writing and math. With this process of identifying instructional processes, monitoring processes, intervention processes, and enrichment processes we will align our work. This work will be fully implemented in 2024-2025.

- PAT Results- Grade 9 students results in the standard of excellence overall decreased. Grade 9 ELA decreased 10.1% in standard of excellence from 2023. Math 9 results dropped as well in standard of excellence from 18.7% in 2023 to 14.3% in 2024. What is more of a concern is the rate of students not meeting the acceptable standard in math rising from 28% to 39%. Of note, the provincial results of students not meeting the acceptable standard was 32.3% last year.

Results Achieved in READING:
- Reading Screeners Results from May 2024 for grades 1-9 showed students maintained or had shown growth in reading comprehension and vocabulary.
- 78.1% of our students are reading at or above grade level, a slight decrease of 3.5% from 2022-2023. This shift is mostly observed in our youngest student groups who are arriving with additional complexities.
- While we do not have PAT data from grade 6 this year for ELA and Math, our CAT 4 data indicates an increase to 91.6% above Stanine 4 in spring 2024 compared to 89.1% in spring of 2023. We are proud that our grade 7 results on CAT-4 from last year's grade 6 cohort of students have continued to show growth in reading (up from 90% to 92%).
- Overall CAT-4 reading results Fall 80.4% Stanine 4 or above Spring 82.7% Stanine 4 or above
- Our year 2 actions of *UFLI professional learning and community of practices for Division 1* were started and will continue to evolve in 2024-2025.

Results Achieved in WRITING:
- HLAT Results- 77.5% in 2023. In 2024 this result remained comparable at 76.8% of our students achieving at or above grade level. While this indicates a decrease from the previous year, it has provided us the opportunity to revisit and review our writing instructional practices in all grades. We began this work last year by using Empowering Writers and will continue this work in 2024-2025. We are beginning to use AI to provide feedback on writing for formative assessment of writing in junior high classes. We are seeing improved results with this new tool.
- Our year 2 actions of *Shared writing focus - standards, common rubrics, and collaborative marking* were completed. The learning from this was the need for more formative assessment in writing.

Results Achieved in MATH:
- PAT Results- Grade 9 Part A increased from 13.6% excellence in 2023 to 21.6% excellence in 2024.
- PAT Results- Grade 6 not available
- CAT-4 Math (Overall) Fall 87.7% Stanine 4 or above Spring 89.3% Stanine 4 or above
  Math Computation: Fall 83.6% Spring 88.8%
- Our year 2 actions in our plan regarding *Jump Math will be implemented in Grade K-6 classrooms. Next steps will be PL actions for Division 2 in 2023-2024* were re-assessed. As teachers continued to work with the new curriculum we needed to move away from a resource focus to a curriculum and assessment focus.

By June 2024, all staff at Esther Starkman will take intentional steps to implement a comprehensive school-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Strategies:
- Catchment principals and school leaders participate in professional learning focused on anti-racism and reconciliation
- Create space and time for dialogue and relationship building
- Foster open, honest and transparent communication
- comprehensive approach to mental health and well-being that nurtures respect for diversity and promotes resilience.
- will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy.

Year 1
An Introduction to Integrative Anti-racism
Basics of Being an Ally
Learning about Microaggressions
What is Bias?
- Catchment schools commit to participate in catchment PD days focused on anti-racism, reconciliation and wellness
- MHCB coach sessions

Year 2- capacity building (2023-2024)
- Begin to build a common language and resources to support foundational knowledge for all staff

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- Create a catchment based action plan, aligned with the Division's Anti-Racism and Equity Action Plan, that supports continuous incremental growth
- Shared Virtual Folder - shared resources
- New curriculum targeted wellness lessons K-6
- Dedicated time at staff meetings to promote staff well being
- Staff capacity building through Anti-racism topics (shared above)

Year 3
TBD

Measures of Success & Indicators:
- Collection and analysis of baseline data including Extended Student Demographic Data
- Division and Assurance survey data
- Development of 3-5 year catchment based action plan, including common language and resources
- Analysis of Resilience Survey to capitalize on themes to address

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This work was aligned with our catchment work and work done with a cohort consisting of 3 schools. We held 4 symposiums: Learn to Unlearn in December, Learn to Listen in February, Learn to Lead in early May, and Learn to Act in late May. The targeted outcomes were for a feeling of empowerment in being the individual and collective, building capacity in our students and staff to understand who is in our community, and vertical shared leadership (social capital) in understanding how one communicates, connects and co-exists with others. We created a Student Senate to guide this work with Junior High students and Alpha Pack Huskies in grade 6. This work also connected our work with building community as a whole with all our students. We attended Schools that Listen sessions and collaborated with other catchments to guide our work initially and then built this from a better understanding of what our school community needed. Unfortunately, this work was not completed at the time Division and Provincial surveys were completed. We hope next year's surveys will reflect the work done.

Results Achieved:
- **Begin to build a common language and resources to support foundational knowledge for all staff**:
  - We hosted targeted PL sessions on PD days for all staff. These focused on key anti-racism topics and our symposium work supporting EDI work with our students.
- **Create a catchment-based action plan, aligned with the Division's Anti-Racism and Equity Action Plan, that supports continuous incremental growth**:
  - This plan was created and shared with the catchment and is in the process of being reviewed for implementation for the 2024-2025 school year. We have multiple schools who are moving to the same process and format that our cross-catchment cohort of schools used last year.
- **Shared Virtual Folder - shared resources**
- **New curriculum targeted wellness lessons K-6**
  - This was begun last year but will be implemented this upcoming school year (2024-2025)
- **Dedicated time at staff meetings to promote staff well-being**
  - Targeted activities for wellness each month involving staff reflecting and providing feedback on how we can promote wellness
  - Intentional Activities for personal and team wellness during PD days with a half-day PD day focused on staff wellness through various stations staff could choose.
- **Staff capacity building through Anti-racism topics (shared above)**
  - Principal was involved with Catchment PD on anti-racism to build capacity
  - EDI Team planned PL and whole school student activities to bring intentionality to talking about identity
  - Creation of student lessons promoting inclusion, diversity and cultural awareness.
- **We continued our work from the prior year specifically targeting the following areas**:
- We expanded our team with our Staff and Student EDI participants.
- EDI committee work was grounded in the following guiding principles:To Empathize,To Educate, To Empower and To Enact Change.
- The purpose of these committees was to build confidence in EDI topics, concepts and vocabulary so that as a school community we are able to tackle tougher EDI discussions and topics with greater understanding and knowledge within our classrooms, school and in our daily lives.
- We started our Student Senate which helped shape and guide our EDI Symposiums for the year.

DATA:
Division Survey:
85% of students who completed the survey are aware of our work around Anti-Racism and Belonging
All questions regarding the opportunity to learn about Indigenous peoples, perspectives, Treaties and Agreements and residency schools and their legacy were all above 90% in "yes" responses.

Youth Resilience Survey:
The resilience survey and Division survey have identified the following key areas of concern:
24.2% of our students have low academic engagement
21.7% of our students have a low connectedness to our school

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23.4% of our students have low connectedness to our school

As we delve deeper into this work we have more work and many more conversations to have.

What were the biggest challenges encountered in 2023-2024?

Classroom complexity/New curriculum: We continue to see additional classroom complexities in all grades. While this is mostly in our Kindergarten to grade 3 classes, this impacts the general classroom in multiple aspects including the time teachers are investing, planning and preparing to meet the needs of the entire student group each day. There are additional layers also to this including parent communications, meetings with families, our SLS team and other stakeholders. With the new curriculum now beginning in Kindergarten to Grade 6, teachers are navigating this work while continuing to support all their students to ensure they are meeting students' learning needs. Generally we do well with meeting students' needs when we have had them at the school and Division. As new families move to our school, we often are working to ensure we have current programming information as well as supporting them with aspects not previously associated with education like providing support for processes to help them find a family physician.

New School Administration Team: Last year all 3 administrators were new to the school. It took time to build relationships and to get to know our staff and students and fully understand how we can support them. Short term this was a challenge, long term it will reap significant rewards as we map out our instructional leadership work.

Supports and operational systems: We had to do a comprehensive analysis of what systems were being used at the school on various fronts for student learning. While many were effective, we also determined that we could use finite resources in more targeted and efficient ways. This involved aspects such as timetabling, class groupings, interventions and staffing.

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

We continue to be pleased with the incremental growth we have seen in our reading, writing and math results in our grade 4,5,6 student cohort groups. We continue to review what is working well with instructional practice, assessment processes and intervention methodologies and see what aspects we may be able to apply to our Division 3 (Junior High) classes. As the grade 6 cohort has shown great success and is now our grade 7 group this work would be focused on our grade 8 and grade 9 cohorts. Ongoing use of data throughout the year will continue to play a key role in this work this upcoming year. As our classes become more complex in Kindergarten and grade 1, we need to be agile and creative with our instructional practices to ensure readiness with reading, writing and math.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024
School: 1460 Esther Starkman School

Assurance Domain	Measure	Esther Starkman 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	82.1	84.4	84.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	72.3	78.7	81.6	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	88.8	80.6	80.6	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	38.2	32.0	32.0	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	68.8	77.9	77.9	62.5	62.6	62.6	Intermediate	Declined	Issue
	PAT9: Excellence	18.5	28.2	28.2	15.4	15.5	15.5	High	Declined	Acceptable
	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	85.6	88.3	88.8	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.6	85.6	87.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	67.4	82.1	80.2	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	80.8	72.4	73.1	79.5	79.1	78.9	High	Maintained	Good

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

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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 Esther Starkman will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high-quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

Strategies:
- Catchment based PD and PL, Teacher collaboration and school developed System of 12 processes.
- Grade and Subject-specific response to learning needs via System of 12 work (intervention systems).
- Increased communication for student learning and growth. Parental involvement and to ensure real-time learning communication in younger grades (K-1).

Targeted work to address this goal:
- Implementation of Math Mentors in DIV 3, ELA 9 writing conferencing monthly, Social Studies 7-8-9 support for deeper analysis and writing support for critical thinking skills. Science 7-8-9 Formative Assessment and Reporting work and student engagement celebrations.
- Grade 6 focused on formative assessment work in Science. Grade 5 reviewing of writing instruction and conferencing processes to ensure more feedback.
- Grade 4 building of decodable book library for decoding focus and implementation of Greg Tang math resource. Grade 3 Use of WIN groups for reading conferences. Math conferencing every 8 weeks. Grade 2 Use of WIN groups for reading and writing conferences. Implementation of Pattern Quest resource. Grade 1 Increase of learning support conferences with parents for students in need to 4 times per year.
- Kindergarten focus on the targeted implementation of new curriculum and student social/emotional needs.

SMART GOALS
- 50% reduction in students not achieving acceptable standard in grade 9 math Provincial Achievement Test (PAT)
- 10% improvement in Division survey results from students in the following statements:
  - Staff at my school know how I learn best
  - I know how to get help with my learning at school
- 10% improvement in English Language Arts 9 writing results.
- 5% improvement in English Language Arts 9 reading results.
- 5% improvement to HLAT results in DIV 2.
- 10% improvement pre- & post-intervention measures in reading and math, tracked internally by grade teams.
- 10% improvement teacher-reported reading levels (students reading at grade level).
- 5 % improvement in Assurance Survey results regarding students' education quality.

What data will you use to track continuous improvement?

CAT-4, PAT 6 and 9 Results, HLAT and Reading levels. AB Ed screeners and internal reading screener assessments.

Division Priority 3

By June 2025, all staff at Esther Starkman will take intentional steps to implement a comprehensive school-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Strategies:
- Catchment principals and school leaders participate in professional learning focused on anti-racism and reconciliation.
- Create space and time for dialogue and relationship building.
- Foster open, honest and transparent communication.
- Comprehensive approach to mental health and well-being that nurtures respect for diversity and promotes resilience.
- Use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to

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support collaborative approaches to build staff capacity and efficacy.

Targeted Work to achieve this goal at Esther Starkman:
- Implementation of Catchment Equity, Diversity and Inclusion (EDI) plan.
- Principals will engage in reflective discussions on EDI best practices to best support their students, qualitative data from student feedback about safety, updates on the student symposiums, and the latest literature research on anti-racism efforts. Principal will also be participating in a Catchment principal collaborative book study.
- Expansion of Journey Towards EDI Student Symposiums involving additional staff and students.
- Continue to build school staff capacity with EDI work.
- Expansion of comprehensive approach to mental health work in Junior High and Elementary with focused/targeted wellness days and sessions.
- Review of resources being used in classrooms and library to expand collection to be more representative of our school community.
- Draft school framework with lessons and common vocabulary for supporting students' resilience.

SMART GOALS:
5% Improvement regarding student responses to the following questions:
- My school is a place where all students feel like they belong
- I feel like I can be myself at my school
- I see my identity/culture reflected in the materials used in class
5% Improvement in Assurance Survey Results for Education Quality and Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

What data will you use to track continuous improvement?

Assurance Survey results targeting Welcoming, Caring Respectful and Safe Learning Environments and Education Quality. Division Survey results and Resilience Survey results. We will use data collected from our Jr High Full Day Health and Wellness days surveys as well as our grade 6 Health and Wellness half day surveys.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,281,814		5,711,880
Internal Revenue		0		0
REVENUE TOTAL		**5,281,814**		**5,711,880**
Classroom	31.023000	3,352,749	32.126000	3,471,954
Leadership	3.199000	442,065	3.235000	448,446
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	91,000	.000000	170,000
TOTAL TEACHER	**34.222000**	**3,885,814**	**35.361000**	**4,090,400**
(% of Budget)		**73.57%**		**71.61%**
Exempt	.800000	85,894	.800000	85,894
Exempt (Hourly/OT)	.000000	80,500	.000000	86,000
Support	11.300000	676,564	12.400000	745,378
Support (Supply/OT)	.000000	20,000	.000000	80,000
Custodial	4.500000	324,086	4.500000	324,086
Custodial (Supply/OT)	.000000	15,000	.000000	21,000
TOTAL NON-TEACHER	**16.600000**	**1,202,044**	**17.700001**	**1,342,358**
(% of Budget)		**22.76%**		**23.5%**
TOTAL STAFF	**50.822001**	**5,087,858**	**53.061001**	**5,432,758**
(% of Budget)		**96.33%**		**95.11%**
SUPPLIES, EQUIPMENT AND SERVICES		100,156		177,915
INTERNAL SERVICES		93,800		91,207
OTHER INTEREST AND CHARGES		0		10,000
TOTAL SES		**193,956**		**279,122**
(% of Budget)		**3.67%**		**4.89%**
TOTAL AMOUNT BUDGETED		**5,281,814**		**5,711,880**