

2008 - 2011 SCHOOL PLAN

School: Homesteader Early Education Program
Address: 4455 - 128 Avenue

Principal: Betty Kelman
Ward Trustee: Ken Shipka

2009 - 2010 Results Review

Enrolment		Staff F.T.E.		Budget			
Regular Program	0	Custodial	0.000	Salaries (incl Class Size)	\$ 1,279,972	89%	
Mild Special Needs	0	Exempt	4.800	Supplies, Equipment, Services	\$ 159,560	11%	
Moderate Special Needs	0	Support	9.106	School Generated Funds	\$ 0		
Severe Special Needs	<u>54</u>	Teaching	<u>4.700</u>	Total:	\$ 1,439,532	100%	
Total:	54	Total:	18.606	AISI	\$ 0		
				Class Size Funding	\$ 0		

Physical Plant Opened: 1977

SCHOOL PHILOSOPHY

We believe that Homesteader is a safe, supportive school which fosters social, emotional and academic growth. We understand the importance of providing our students with an environment of trust, co-operation and respect. We recognize that each child is unique and special with their own potential for growth and success. At Homesteader we celebrate our cultural diversity and promote a sense of community in all classrooms. Students are engaged in their learning through the use of technology, hands-on activities and co-operative learning activities. Homesteader staff members are committed to continuous professional improvement and model life-long learning. We value our relationships with our school community and recognize the importance of open communication among parents, students and staff.

SCHOOL COMMUNITY PROFILE

Homesteader School is located in the south Clareview area. The community contains a mixture of single family homes and high density housing. We are an optimal enrolment school, offering programming for our community students and we welcome students from other communities into our Opportunity and Early Education programs. We are experiencing an increase in our Aboriginal population and in the number of ELL students. Several of our students come from single parent families and we qualify for full-day kindergarten due to the socio-economic needs of our community.

PROGRAMS AND ORGANIZATIONS

Homesteader School is a district site for Early Education and Opportunity programs. Our plan is to have six classes of grade one through six students, one full-day kindergarten class, two Opportunity classes and three preschool Early Education classes. All Division I and II classes will use the Balanced Literacy Program to support our work in the areas of reading and writing. The Home Reading Program, Choir, Student Leadership, Super C Program, Character Education, Intramurals and other extra-curricular clubs help to promote school spirit and provide students with additional opportunities to develop sportsmanship and positive social skills. Our high school partnership with Big Brothers Big Sisters will continue to support the social, emotional and academic growth of our students. Our Social Work Consultant, Family Center Success Coach and ESHIP Behavioral/Emotional Specialist will work closely with Homesteader staff to provide support and assistance to at-risk students and their families. The Homesteader School Council/PAC will continue to enhance programming by funding field trips, special in-school programs, performances and incentive programs.

Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.

Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.

Indicators and Measures

Progress reports will indicate an increase in the percentage of students demonstrating one or more year's growth on the graded curriculum.
Highest Level of Achievement Tests will indicate an increase in the percentage of students demonstrating one or more year's growth.
Staff will report and demonstrate an increase in technology knowledge and skills.
All Early Education students will demonstrate growth based on expressive and/or receptive language IPP goals.
Provincial Achievement Tests will indicate an increase in the percentage of grade three and six students meeting and/or exceeding the Acceptable Standard and the Standard of Excellence.
IPPs will indicate growth in LA and Math achievement, based on pre-and post-assessment results and/or achieved goals and objectives.
Teachers will report positive results from working with the school math coach.
All classrooms will participate in SURF every morning.

Results

Progress reports indicate that 60% of students are at or above grade level in LA and 76% of students are at or above grade level as measured by teacher awarded marks. This is consistent with the previous school year.
Highest Level of Achievement Tests indicate a slight decrease (6%) in reading for grades 4, 5, and 6 students. There was a slight increase in the percentage of students writing at or above grade level (1%).
All staff were inserviced on the use of the SMART Board. 80% of teachers demonstrated increase knowledge and skills by incorporating technology into daily lessons.
One hundred percent of Early Education students demonstrated growth based on expressive and/or receptive language IPP goals.
There was a slight increase in the number of students meeting the Acceptable Standard and Standard of Excellence in Grade 3 Language Arts.
95% of IPP's indicated growth in LA and Math achievement, based on pre-and post-assessment results and 85% of students achieved their LA and Math goals and objectives.
Six teachers participated in a professional development session with the school math coach.
All students participated in SURF every morning.

Implications for 2010-2011 Plan

We will continue to offer Reading Recovery for Grade 1 students and a Middle Years Literacy Intervention Program for students in Grades 4 to 6. We have implemented a Levelled Literacy Intervention Program for students in Grades 2 and 3.
We will continue to track reading levels centrally for all students.
We will continue to train teachers in Balanced Literacy.
We will continue to work with Irene Heffel in the area of writing.
Staff will continue to attend technology inservices.
We are continuing to pilot the Firm Foundations program in our Kindergarten classes and have extended this inservicing to include grade 1 teachers.
All teachers will use the morning SURF time to read one-on-one with students at risk.

Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.

Indicators and Measures

District surveys will indicate an increase in staff, student and parent satisfaction related to safety and conduct.
Parent attendance at Community Resource Fair.
Decrease in number of behavior incidents.
Increase in school and community service projects.
Students will demonstrate healthy food choices.
Early Education staff will report positive benefits from the implementation of SCERTS strategies on IPP's.
Students will indicate a positive increase in their attitude towards school on the District Survey.

Results

District survey indicated a decrease in staff satisfaction related to safety and conduct. Students and parents indicated their satisfaction related to safety and conduct.
Ninety percent of parents attending the student/parent/teacher conferences spent time at the Resource Fair.
Service projects were expanded to include our community Adopt-a-Street initiative.
Activities were planned throughout the year to promote healthy food choices. Students were given healthy treats during school-wide events.
Early Education staff were successful in implementing SCERTS strategies in the classroom and highlighted them on IPP's.
Students continue to demonstrate a positive attitude towards the school and what they are learning.

Implications for 2010-2011 Plan

Each classroom has developed Mission Statements and will review them regularly with students. A school vision statement will be created.
Classroom circles will continue in every classroom.
The Adopt-a-Street program will be formalized to ensure that every student participates.
A staff committee will continue to plan and implement some events to highlight the importance of healthy eating.
The Leader in Me program will be implemented.

Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

Indicators and Measures

District survey will demonstrate an increase in staff satisfaction with professional development opportunities.
District survey will demonstrate an increase in staff job satisfaction.
Increase in organized staff events.
Increased collaboration and cross-program sharing at monthly staff meetings.
Staff will indicate positive benefits from collaboration with cohort schools.
Increased number of student professionals.

Results

There was a slight decrease in the staff satisfaction regarding professional development opportunities.
Staff feel that the school is a good place to work and express satisfaction with their jobs.
Staff events were scheduled monthly.
Collaboration and cross-program sharing time was given during monthly staff meetings.
Eighty percent of teachers indicated a positive benefit from collaboration with cohort schools.
We had one practicum student working within the school last year.

Implications for 2010-2011 Plan

Staff will be given opportunities to select and attend personal professional development sessions and opportunities for sharing with staff will be provided.
Collaboration and cross-program sharing opportunities will be given.
One staff social event will be planned each month and additional out-of-school events will be planned.
Teacher Literacy Groups will be established and teachers will be given time to collaborate during the school day.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$0