



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	315.500	Custodial	1.875000	Salaries	\$2,601,296	96.29%
Weighted	381.906	Exempt	0.000000	Supplies, Equip., Services	\$100,331	03.71%
Regular	338	Support	5.500000			
		Teacher	<u>18.153000</u>			
Year Opened	1972	Total 25.528000		Total \$2,701,627		100.00%

School Philosophy

At Grace Martin, we are committed to the success of every student. In our high quality learning environment students explore, create, and collaborate. Our focus on literacy, numeracy, and experiential learning prepares students for their ongoing learning journey.

Our school motto, “giving life to learning,” reflects our commitment to fostering curiosity. We encourage our students to inquire, embrace authenticity, and create positive change within our community. We are committed to building a community where everyone feels a sense of belonging so that we can ensure high-levels of learning for all students.

Community Profile

Grace Martin School was the first elementary school in Millwoods and today our school truly reflects the community it serves. Our school community is culturally diverse with students speaking 19 different languages at home. We serve students presenting with diverse needs, interests, and goals.

We are proud to offer a variety of programs to meet the needs of our community. We are a K-6 community school for students residing in the Richfield and surrounding area. We also welcome students from the Shauna May Seneca attendance area when their programs are full. We have the Opportunity program for students in grades 4-6, and we are the only school in Edmonton Public to offer the K-6 Sakinah Circle alternative program.

Programs and Organization

Grace Martin School offers programming for students in kindergarten to grade 6. Our classrooms are inclusive learning environments that nurture and support all students. Our students have access to leadership opportunities, clubs, and enriching learning opportunities. As part of our regular program, students in grades 4-6 learn French as a Second Language. As part of our Sakinah Circle alternative program, students in K-6 learn Arabic Language and Culture. Our school is supported by many strong community relationships as we believe that our students benefit from strong relationships within our school and community.

School Community Relationships

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

Breakfast Clubs of Canada, Calvary Community Church, E4C, Edmonton Immigrant Services Association, Edmonton Public Library (EPL), Free Play for Kids, Islamic Circle of North America, Muslim Education Foundation, Richfield Christian Fellowship Church, Sobeys

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, Grace Martin students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates.

Results Achieved:

At Grace Martin School, in the areas of literacy and numeracy, teachers led data-driven professional learning and then modeled best practices while co-teaching with their colleagues through the Equity Achievement Project. A key area of focus was celebrating literacy and numeracy together as a school community. We did this through our school-wide math carnival, monthly math challenges, buddy reading classes, book clubs, and dedicated time for students to access EA support with reading.

Our literacy measures indicated 50.4% (-2%) reading at or or above grade level using Reading Level Achievement measure, and 51.3% on CAT 4 spring data (+6.5% from fall data). Our EYE-TA fall to spring results showed a 10.9% increase in Language and Communication for kindergarten students. In writing, the HLAT results showed 38.9% (-5.6%) of our students are writing at grade level. Numeracy measures indicated 79% on CAT 4 spring data (+13.2% from fall data).

Throughout the year, staff continued to cultivate a positive and diverse learning environment for all students. The Alberta Education Accountability Measure indicated 83.5% overall for Education Quality, the Division Feedback survey results indicated that 91.2% of students feel they have the opportunity to be successful in their learning and 79.7% of students feel that what they are learning in school will help them in the future.

We will support student and staff capacity to incorporate positive mental health and well-being practices to increase resilience, self-regulation, kindness and a sense of belonging. Through the work of Dr. Ungar, Equity Achievement Project and professional learning offered by Specialized Learning Supports and the Mental Health Capacity Building Wellness team, we will emphasize the importance of mental health and provide strategies to achieve this.

Resources and opportunities for connection for our school families via School Zone, increased opportunities for in-person events, School Council, volunteer opportunities and the involvement of our community partners (Breakfast Club of Canada, Free Play, Muslim Education Foundation) are ways that we will increase a sense of belonging in our school community.

Results Achieved:

At Grace Martin School, staff worked collaboratively with community partners and colleagues to enhance a sense of belonging for our students. The Alberta Education Accountability Measure indicated 82% (+4.1%) overall for Safe and Caring schools. The Division Feedback survey indicated that 91.3% of students feel the adults at our school care about them, 82.6% feel that our school helps them develop skills that support their wellness, and 79.7% feel that they have the opportunity to be involved in activities that support their sense of belonging.

Staff worked extensively with community partners in ways that enhanced connections for students, staff, and families at Grace Martin School. Edmonton Immigration Services Association worked on-site to provide support to our newcomer families. Students from Edith Rogers mentored our students through the Boys & Girls Club Teen Mentorship Program. Students engaged in the FreePlay after school program, and we increased access to healthy food for our school community through our work with Breakfast Club of Canada, private donations, support from a local church, donations from Sobeys, and the Fruit for a Friend initiative with Greenfield School.

All staff participated in professional learning focusing on Culturally Responsive Practices, Anti-Racism and Allyship, Non-Violent Crisis Intervention, and Mental Health workshops. At the end of the year, on the Division Feedback Survey, 90.4% of staff indicated that they felt confident helping students build skills that support wellness and 86.9% of staff felt that our school takes steps to support a sense of belonging and inclusion for everyone.

What were the biggest challenges encountered in 2023-2024?

Our school community faced a high turnover of residents, which added complexity to our efforts to remove barriers for students in high social vulnerability. We identified slower achievement rates for our First Nations, Métis, and Inuit students, highlighting the need for a deeper understanding of Indigenous ways of knowing. Additionally, we were navigating the implementation of the new Language Arts and Math curriculum for grades 4–6. While many students have shown growth in literacy and numeracy, a concerning number are still performing below grade level.

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

Grace Martin School is dedicated to data-driven improvement and will explore ways to actively incorporate both parent and student voices to guide our strategies. Early data shows increased interest from parents in participating in our community, and we are developing plans to enhance family engagement. Additionally, our literacy and numeracy data will inform our efforts to refine practices and provide targeted programming for students working below grade level. We will continue to focus on professional learning in reconciliation, revitalization, and anti-racism to ensure our learning environment respects all voices and fosters a sense of belonging for everyone.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7220 Grace Martin School

Assurance Domain	Measure	Grace Martin 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	84.6	80.3	80.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.5	68.6	77.8	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	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	59.0	43.6	43.6	68.5	66.2	66.2	Low	Improved	Acceptable
	PAT6: Excellence	10.3	12.7	12.7	19.8	18.0	18.0	Low	Maintained	Issue
	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	83.5	82.2	89.9	87.6	88.1	88.6	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.8	73.4	82.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.0	65.6	78.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	69.6	72.0	72.0	79.5	79.1	78.9	Very Low	Maintained	Concern

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**Goal 1: Growth in Literacy**

By June 2025, students at Grace Martin School who are below grade level will demonstrate one year of reading growth.

Achievement of this goal will be supported by:

- Collaboration among teachers to analyze student reading data and identify and implement high impact strategies to support literacy growth.
- Ongoing monitoring of student reading levels using a shared school assessment tracker.
- Staff engagement in evidence-based literacy professional learning to enhance knowledge and confidence in supporting students who are not yet reading at grade level.
- Teachers' confidence in implementing effective literacy practices with all their students.
- Engaging actively with and providing support for families and community partners to promote literacy.

What data will you use to track continuous improvement?

Provincial screening assessments; Literacy intervention results; Teacher observations (e.g., Guided Reading); Teacher awarded grades; Canadian Achievement Test 4 (CAT4); Division Feedback Survey; Alberta Education Assurance Measures

Division Priority 2**Goal 2: Take Action in Reconciliation and Anti-Racism Efforts**

By June 2025, students and staff at Grace Martin School will engage in meaningful learning experiences, collaborative efforts, and professional development focused on advancing anti-racism and responding to the educational Calls to Action of the Truth and Reconciliation Commission. This will result in an enhanced sense of belonging and increased confidence for both students and staff.

Our target is to achieve a 2-3% increase by monitoring the following indicators and results to track progress effectively:

- Alberta Education Assurance Measure
 - Welcoming, Caring, Safe, Respectful & Citizenship measures
- Division Feedback Survey
 - Belonging measures
- Youth Resilience Survey
 - Connection & Culture of Equity measures
- Attendance

Achievement of this goal will be supported by:

- Continued professional learning for staff in the areas of anti-racism, reconciliation, and revitalization, followed by intentional collaboration time for reflection, sharing, planning, and implementation.
- An intentional school-wide focus on ensuring that students see themselves reflected in the school culture.

What data will you use to track continuous improvement?

Alberta Education Assurance Measure; Division Feedback Survey; Youth Resiliency Survey; Attendance; Qualitative data signaling improvement in student and staff sense of belonging (ex: focus groups, use of targeted shared language, common understanding of belonging).

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,593,666		2,701,627
Internal Revenue		0		0
REVENUE TOTAL		2,593,666		2,701,627
Classroom	15.756000	1,702,798	16.153000	1,745,704
Leadership	2.000000	264,084	2.000000	280,498
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	55,516
TOTAL TEACHER	17.756001	2,026,882	18.153000	2,081,718
(% of Budget)		78.15%		77.05%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	30,576	.000000	34,000
Support	5.000000	295,375	5.500000	341,130
Support (Supply/OT)	.000000	12,000	.000000	8,000
Custodial	1.875000	126,748	1.875000	126,748
Custodial (Supply/OT)	.000000	7,000	.000000	9,700
TOTAL NON-TEACHER	6.875000	471,699	7.375000	519,578
(% of Budget)		18.19%		19.23%
TOTAL STAFF	24.631001	2,498,581	25.528000	2,601,296
(% of Budget)		96.33%		96.29%
SUPPLIES, EQUIPMENT AND SERVICES		42,280		58,346
INTERNAL SERVICES		52,305		41,485
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		95,085		100,331
(% of Budget)		3.67%		3.71%
TOTAL AMOUNT BUDGETED		2,593,666		2,701,627