



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	338.000	Custodial	1.938000	Salaries	\$2,605,855	97.04%
Weighted	385.524	Exempt	0.000000	Supplies, Equip., Services	\$79,508	02.96%
Regular	358	Support	6.400000			
		Teacher	<u>18.000000</u>			
Year Opened	1979	<b>Total</b>	<b>26.338000</b>	<b>Total</b>	<b>\$2,685,363</b>	100.00%

**School Philosophy**

At Sweet Grass School, we believe that all students are unique and can be successful; we are committed to unlocking this potential. We believe that through the building of self-esteem and providing a safe and caring environment, students will develop an enthusiasm for learning and the confidence to take risks. Sweet Grass School promotes high standards of personal achievement and growth through a collaborative model that includes students, staff and community. We believe that teaching and learning are the most significant activities in our school, accomplished through the partnership of the child, school, parents and community. We are a learning community focused on student achievement, citizenship, and respect.

**Community Profile**

Sweet Grass School is located in Southwest Edmonton and serves a diverse ethnic and socioeconomic population from both the Sweet Grass and the Blue Quill communities. The school is generally made up of students who are within walking distance from the school with ISA students being bussed; it is truly a community school. There are two active parent groups: Sweet Grass School Council and the Sweet Grass Parent Foundation who are committed to enhancing opportunities for Sweet Grass students. The school has developed partnerships with the Edmonton Oil Kings, Edmonton Public Library, and Frescho Foods. We are continuing to further develop new community partnerships to support students at Sweet Grass.

**Programs and Organization**

Sweet Grass School provides instruction for elementary students in kindergarten to grade six in the community as well as the International Spanish Academy program. Literacy intervention, a commitment to daily physical activity and a strong music program contribute to a balanced learning environment. Music instruction is provided by a music specialist who also provides a number of extracurricular music activities throughout the year. Spanish as a Second Language is provided to students in grade four, five and six in the community program. Sweet Grass school is the southwest district site for the International Spanish Academy that accommodates students from kindergarten to grade six. Cross-graded groupings are used during special events to cultivate positive relationships, a sense of empathy for others and the opportunities to grow as leaders.

**School Community Relationships**

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

Edmonton Oil Kings Edmonton Public Library (EPL) FreshCo No Frills Grocery Store

**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).

**School Goal: Success for every student**

By June 2023, our students will demonstrate one year's growth in reading. This will be accomplished by building on our monthly professional development practice to increase implementation of literacy practices, collaborative learning and strategies to support English Language Learners for all learners to achieve success; gathering data about student's literacy and numeracy needs/strengths through the use of Fountas & Pinnell benchmarking, ELL benchmarking, HLAT assessments, CAT-4, LeNs and CC3 data and a range of products, conversations and observations. Regular small group intervention blocks will be scheduled weekly to support literacy learning. In addition, there will be small group pullout intervention provided by our Assistant Principal. We will continue to engage families in our literacy journey through our Home Reading program and opportunities for parents to read to children at home throughout the year.

**Results Achieved:**

We saw a growth in reading ability in both programs. We had a number of students who received intervention support based on early assessment who made marked gains in their reading and writing ability. Teachers used the BAS system to track reading levels three times a year. This allowed us to determine if a child showed one year's growth even if they were reading below grade level. We did see overall growth in students who are reading above grade level from the prior year. We also saw an increase in student reading levels as measured by the CAT-4. We had scheduled intervention at each grade level throughout the year provided by both teachers and educational assistants in a push-in model. The Principal and Assistant Principal provided release time 2 or 3 times per week to allow teachers to do small group intervention. We were also able to have our Music teacher work with our English Language Learners to provide support in building new vocabulary. We saw a 9% increase in students who were coded as ELL reading at or above grade level this year. On our Division survey, 93% of our students felt they had the opportunity to be successful in their learning and 88% of students felt they were getting better at reading last year.

Our school also hosted Learning Showcases, where classes invited parents in to the classroom to participate in student's learning. This allowed us to build relationships with parents focused around their child's specific academic work and we saw a high number of parents participating in the showcases. In the Division survey, 87% of our students felt they had a positive relationship with staff to support their child's learning in school. As a school we focused on building a love of reading and had buddy classrooms team up for reading activities.

**School Goal: Staff will demonstrate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our Harry Ainlay Catchment Year End Survey. School staff will participate in year long professional learning focused on Anti-racism and diversity as well as participate in catchment professional learning around the same.**

By June 2023, our Student Learning Engagement measure will increase by 1% and a 2% improvement of our Citizenship measure on the Alberta Education Assurance Measure and the Division Survey.

We will continue to build our library collection with a diverse range of topics to which our students can feel connected. We have also partnered with the Black Bookshelf project to continue to improve our diversity collection. Students will have the opportunity to work with buddy classrooms to build greater connections across grades. We will recognize and celebrate multicultural events and holidays and use these celebrations as a way of building foundational knowledge and understanding of others. Teachers will take part in an Anti-Racism Book Club that will feature a broad selection of topics to discuss from an anti-racism lens.

**Results Achieved:**

This year both our Student Learning Engagement and Citizenship were maintained at very high levels (89.7% for Student Learning Engagement and 88% for Citizenship). In our Division Survey, 82% of students felt that school staff knew them as a person, 80% felt that our school was a place where students felt they belonged and 92% felt that the school was taking action to support truth and reconciliation.

As a school we participated in Schools That Listen, a professional learning series focusing on anti-racism work in schools. As a school community, we saw an increase in celebrations of the many different cultures represented at Sweet Grass as well as an increase in student-led clubs on diversity and inclusion. Guardians and community members were invited into the school to share cultural practices such as growing traditional plants and the celebration of Holi. We had a lead teacher to support staff and

## Results and Implications

students in building foundational knowledge of First Nations, Metis and Inuit people. She set up a monthly set of activities related to the 7 Grandfather Teachings that our buddy classrooms did together. In addition, we offered a weekly smudge to all staff and students. We add monthly to our collection of diverse titles in our library, both fiction and non-fiction, to ensure our students can see themselves represented in our collection. Our students averaged 75 books per student over the course of the year making Sweet Grass library one of the most read collections in the Division.

### **What were the biggest challenges encountered in 2022-2023?**

We had a large number of ELL students arrive this year with complex mental health condition due to trauma. We spent a great deal of time making those students feel safe at school before we could move on to learning. We also saw an increase in class size along with increased complexity of learner needs in those larger classes.

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

We know that we need to continue to work with mental health and increased sense of belonging at school. We will continue our professional learning with Schools that Listen and we have a teacher committee focused on Diversity and Inclusion. We also hope to see an further increase in attendance overall from some of our more vulnerable populations as they see themselves as part of our school community.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7243 Sweet Grass School

Assurance Domain	Measure	Sweet Grass 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	89.7	91.5	91.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.6	89.5	90.3	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	64.1	91.3 *	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	20.5	32.6 *	n/a	16.0	17.7	n/a	High	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	94.3	n/a	97.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.8	n/a	91.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.8	n/a	86.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.0	n/a	85.5	79.1	78.8	80.3	Very High	Maintained	Excellent

**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, our students will demonstrate one year's growth in reading.

This will be accomplished by building on our monthly professional development practice to increase implementation of literacy practices, collaborative learning and strategies to support English Language Learners for all learners to achieve success. Regular small group intervention blocks will be scheduled weekly to support literacy learning. In addition, there will be small group pullout intervention provided by our Assistant Principal. We will continue to engage families in our literacy journey through our Home Reading program and opportunities for parents to read to children at home throughout the year.

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

We will gather data about student's literacy needs/strengths through the use of Fountas & Pinnell benchmarking, ELL benchmarking, HLAT assessments, CAT-4, LeNS and CC3 data and a range of products, conversations and observations.

**Division Priority 1**

By June 2024, our students will demonstrate growth in a sense of belonging, citizenship and student learning engagement.

School staff will participate in year long professional learning focused on Anti-racism and diversity as well as participate in catchment professional learning around the same. Teachers will also take part in an Anti-Racism Book Club that will feature a broad selection of topics to discuss from an anti-racism lens. We will continue to build our library collection with a diverse range of topics to which our students can feel connected. Students will have the opportunity to work with buddy classrooms to build greater connections across grades. We will recognize and celebrate multicultural events and holidays and use these celebrations as a way of building foundational knowledge and understanding of others.

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

We will measure success through anecdotal conversations with staff, students and families, attendance rates, Division Feedback survey, the Resiliency survey (for grades 4-6), and the Alberta Education Assurance Survey as indicators of improvement.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,451,144		2,685,363
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,451,144</b>		<b>2,685,363</b>
Classroom	15.000000	1,615,095	16.000000	1,722,768
Leadership	2.000000	262,800	2.000000	263,301
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	56,919
<b>TOTAL TEACHER</b>	<b>17.000000</b>	<b>1,920,895</b>	<b>18.000000</b>	<b>2,042,988</b>
<b>(% of Budget)</b>		<b>78.37%</b>		<b>76.08%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	46,600	.000000	46,600
Support	4.500000	263,336	6.400000	371,613
Support (Supply/OT)	.000000	4,000	.000000	5,500
Custodial	1.938000	135,154	1.938000	135,154
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
<b>TOTAL NON-TEACHER</b>	<b>6.438000</b>	<b>453,090</b>	<b>8.338000</b>	<b>562,867</b>
<b>(% of Budget)</b>		<b>18.48%</b>		<b>20.96%</b>
<b>TOTAL STAFF</b>	<b>23.438000</b>	<b>2,373,985</b>	<b>26.338000</b>	<b>2,605,855</b>
<b>(% of Budget)</b>		<b>96.85%</b>		<b>97.04%</b>
SUPPLIES, EQUIPMENT AND SERVICES		48,489		50,771
INTERNAL SERVICES		27,170		27,237
OTHER INTEREST AND CHARGES		1,500		1,500
<b>TOTAL SES</b>		<b>77,159</b>		<b>79,508</b>
<b>(% of Budget)</b>		<b>3.15%</b>		<b>2.96%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,451,144</b>		<b>2,685,363</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0