



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	338.500	Custodial	1.938000	Salaries	\$2,686,187	96.73%
Weighted	400.226	Exempt	0.000000	Supplies, Equip., Services	\$90,789	03.27%
Regular	366	Support	5.700000			
		Teacher	<u>18.914000</u>			
Year Opened	1979	<b>Total 26.552000</b>		<b>Total</b>	<b>\$2,776,976</b>	<b>100.00%</b>

**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 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, 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.

**Results Achieved:**

In our day to day practice we used data taken three times a year to realign groups for intervention. We were also able to utilize some EA time to do push-in reading intervention for larger classes with significant needs. Our teaching team spent time building relationships with parents so that we could support student reading both at school and at home. Teachers made positive phone calls home, check-in calls and offered Learning Showcases where parents/guardians were welcomed to the school to see what students were learning in their classes. Each class offered 2 learning showcases per year. Teachers also committed to focusing more on conferring with students to determine if students were able to not only able decode information but understand its purpose.

In our Division survey, students, parents and teachers responded in the following way:

92% of students say they are getting better at reading this year

91% of students say they are getting better at writing

100% of staff say they know how to access resources to help them meet the needs of diverse learners

100% of staff say they have the knowledge and skills to support students in their literacy learning

86% of parents indicate their child's learning needs are being met at school

85% of parents say the information they receive from Sweet Grass tells them about their child's growth in reading.

In our Alberta Education Survey our measure of Quality of Education remains very high at 89%

84% of students grew by 1 year in reading as measured by a triangulation of Fountas & Pinell results, confirming in class and teacher observation.

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.

**Results Achieved:**

At Sweet Grass this year we had a Teacher Diversity team that looked at ways we could learn and celebrate the many cultures represented at our school and a Student Diversity team that looked at doing the same with our student body. This allowed the students and the adults to grown and learn from each other. In addition, we looked at how we could support the Truth and Reconciliation Call to Action #63. We offered weekly smudge to staff and students, we had several Indigenous and Inuit presenters come to our school and we did and continue to do school-wide grandfather teachings supported by a First Nation, Metis and Inuit Lead Teacher. We continue to grow our library collection to better support students in seeing themselves in the literature they have access to.

As a staff, we participated in a year long professional learning session around Schools that Listen and Responsive Schools. We also offered several "lunch and learn"

opportunities related to Black History month, Indigenous Peoples Day and Asian Heritage Month.

Students and parents responded to our Division survey with the following results:

89% of students felt that staff at the school knew them as a person

95% of students said that Sweet Grass is a place where all students feel like they belong

96% of students felt that Sweet Grass was taking actions that support truth and reconciliation

95% of students said that they had at least one adult at Sweet Grass who they could go to for help when needed.

100% of staff indicated that Sweet Grass is a place where many diverse cultures are represented in books and materials at school.

90% of parents said their child(ren) feel like they belong at school.

97% of parents felt that many diverse cultures are represented in events, activities and the environment at Sweet Grass

The Citizenship result on our Alberta Education survey are 88% or Excellent overall

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

Our challenge was large class sizes due to an influx of younger families into our attendance area. Sweet Grass also experiences a higher rate of transiency and therefore we have many students joining us mid way or later in the year. Sweet Grass is a very diverse community with over 85 different countries represented. We continue to focus on how knowledge is the key to understanding and how we can all have a sense of belonging.

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

The goals we have set for our school community are goals that we can continue to work on in the upcoming year. We will take the learnings from this year to determine how we can better support our students in literacy learning. Although we are pleased with our Goal 2 results, our Diversity team will continue to provide learning opportunities for students and staff so that we can better know the people in our building and who they represent.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	87.8	89.7	90.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.0	88.6	89.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	80.0	64.1	64.1	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	22.2	20.5	20.5	19.8	18.0	18.0	High	Maintained	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	89.8	94.3	95.7	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.1	94.8	93.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.7	83.8	85.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	80.3	86.0	87.0	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

**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, 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, cross-graded intervention groups 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 both English and Spanish programs. In addition, there will be small group pullout intervention provided by our Assistant Principal. Teachers will also align class timetables to allow for cross-graded intervention as well.

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 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. This will occur on both our regular and Spanish Bilingual programs.

**Division Priority 3**

By June 2025, our students will demonstrate growth in a sense of belonging, citizenship and student learning engagement.

School staff will continue to participate in year long professional learning focused on Anti-racism and diversity as well as participate in catchment professional learning around responsive school change. Teachers continue to take part in an Anti-Racism Book Club that features a broad selection of topics to discuss from an anti-racism lens. We have established a staff Diversity Team to look at building leadership within the school in both staff and students.

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, 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

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,654,311		2,776,976
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,654,311</b>		<b>2,776,976</b>
Classroom	16.000000	1,729,168	16.914000	1,827,946
Leadership	2.000000	264,743	2.000000	265,005
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	41,000	.000000	51,440
<b>TOTAL TEACHER</b>	<b>18.000000</b>	<b>2,034,911</b>	<b>18.914000</b>	<b>2,144,391</b>
<b>(% of Budget)</b>		<b>76.66%</b>		<b>77.22%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	48,600	.000000	52,600
Support	5.900000	345,374	5.700000	334,263
Support (Supply/OT)	.000000	7,000	.000000	13,000
Custodial	1.938000	136,933	1.938000	136,933
Custodial (Supply/OT)	.000000	4,000	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>7.838000</b>	<b>541,907</b>	<b>7.638000</b>	<b>541,796</b>
<b>(% of Budget)</b>		<b>20.42%</b>		<b>19.51%</b>
<b>TOTAL STAFF</b>	<b>25.838000</b>	<b>2,576,818</b>	<b>26.552000</b>	<b>2,686,187</b>
<b>(% of Budget)</b>		<b>97.08%</b>		<b>96.73%</b>
SUPPLIES, EQUIPMENT AND SERVICES		46,953		51,741
INTERNAL SERVICES		29,040		38,048
OTHER INTEREST AND CHARGES		1,500		1,000
<b>TOTAL SES</b>		<b>77,493</b>		<b>90,789</b>
<b>(% of Budget)</b>		<b>2.92%</b>		<b>3.27%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,654,311</b>		<b>2,776,976</b>