

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	297.000	Custodial	1.813000	Salaries	\$2,740,207	96.77%
Weighted	418.705	Exempt	0.000000	Supplies, Equip., Services	\$91,514	03.23%
Regular	314	Support	10.929000			
		Teacher	<u>16.698000</u>			
Year Opened	1980	Total	29.440000	Total	\$2,831,721	100.00%

School Philosophy

At Sakaw School, everyone belongs and everyone grows! Our staff are deeply committed to being leaders in collaboration, pedagogy, and school culture. We believe relationships come first, and we intentionally cultivate a sense of belonging in all of our students. We believe all children can grow and learn, and we ensure our school feels welcoming, caring, respectful, and safe. We work with a sense of urgency, balanced with rigorous reflection, to ensure we challenge and support our students to grow academically, emotionally, and socially. We have outlined our literacy, numeracy, and APPLE Schools commitments as our road map; we equip students with knowledge, skills, and understandings to help them successfully navigate their personal journeys in learning, living, and working.

Community Profile

Sakaw School is located in the southeast corner of Millwoods. It was opened in the fall of 1980 with the official opening date of May 22, 1981. The school borders a large park site that has a number of upgraded baseball and soccer fields. A community league is adjacent to the school, and an adventure playground is located close by. The school serves students from a varied family and ethnic diversity. Many of our students are English Language Learners. Sakaw School welcomes students from the Sakaw Community and from the Ellerslie Station Community. The area surrounding the school is composed of single family homes, multiple family units, and small apartments. There is a small strip mall with after-school care within walking distance. School buses provide service for students from Ellerslie Station and for students in the division Opportunity and Interactions programs.

Programs and Organization

Sakaw School provides regular programming for Kindergarten to Grade 6. We offer French as a Second Language for students from Grades 4 to 6. Sakaw School is a division site for the Opportunity and Interactions Programs for students from Grades 1 - 6. As well, we provide included programming for students with identified special needs.

Sakaw School has a comprehensive school health plan, in partnership with APPLE Schools, which includes targeted plans for active living, healthy eating, and promoting positive mental health.

School Community Relationships

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

APPLE Schools Lions Clubs Millhurst Community League St. Mark and St. Mary Coptic Orthodox Church

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).

Sakaw staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2023, Sakaw students will demonstrate measurable growth and improved achievement in the areas of literacy and numeracy through authentic and diverse learning experiences. 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. The outcome of this goal will be measured by division H-LAT Writing(Gr 1-6), Fountas & Pinnell reading levels, Teacher Triangulated Professional Judgment, Cat 5(grades 4-6), PAT's(Grade 6),and Provincial Literacy and Numeracy assessments(grades 1-3).

Results Achieved:

In 2021-2022 school year:

- 3.4% students were determined to be above grade level in reading
- 50.8% students were at grade level in reading
- 45.8% students were below grade level in reading

In 2022-2023 school year:

- 3.7% students were determined to be above grade level in reading
- 51.4% were at grade level in reading
- 44.9% students were below grade level in reading

- **Staff Professional Development** - Reading and Word Structure, Kinder - Grade 2 Reading and Phonics, Box cars and one eyed Jacks
- **Whole school events** - Flashlight Reading, Reading Picnic, Readthon, Reading Buddies, Read in Week, Math talks
- **HLAT** - Multiple practices and then actual HLAT in April, collaborative marking with four schools
- **Literacy/Numeracy assessments**
- **CAT5**
- **Intervention groups**- For learning disruption
- **Buddy classes** - peer teaching
- **Resources Purchased**

Sakaw staff are committed to working with students, staff and families to advance action towards anti-racism and reconciliation. By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

Results Achieved:

97% of teachers agree that learning environments are Welcoming, caring, respectful and safe. This is up from 91.5% in 2022. Overall we have seen a drop from 90.1% to 80.6%

- **Teaching and learning on significant events:** Orange shirt day, Pink shirt day, Black history month, Pride week, Hat on for mental health, National Indigenous day, National indigenous history month
- **Staff Professional Development:** Restorative justice PD, Smudging PD, River Valley walk PD, Anti-racism catchment PD
- **Integrating Indigenous games in PE including:** Elder fun field day sling balls and Indigenous arctic winter games
- **Sage planting and harvesting in the Sakaw community garden**
- **Treaty commissioner visit to grade 4**
- **Targeted instruction in Social Studies** (land acknowledgements, Metis, First Nations, Black History in Alberta and Edmonton, Kindergarten written and performed land acknowledgement)
- **Increased Library resources:** Added First Nations, Metis, and Inuit, Pride, Black History, WITS books

Sakaw staff are committed to working with students, staff and families to promote a comprehensive approach to student and staff wellbeing and mental health. By June 2023, Sakaw students and staff will continue to have built relationships and engaged in school cultural experiences that contribute to a greater sense of belonging and social, emotional and physical well being. We will maintain and/or increase our positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments and Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

Results Achieved:

- 94% of staff feel school is a place where all students feel they belong.
- 100% of staff feel school takes steps to support a sense of belonging for everyone
- 67% of students feel safe at school
- 67% of students feel they belong
- 81% of students have at least one adult they would go to if they needed help
- 64% of students are doing well or very well in the general check in
- 70% of parents feel their child is safe at school

- **Introduction and Implementation of WITS program**
- **Focus on Mental wellness and fitness** - Staff PD, MCHB sessions with students, Student Social Worker
- **Continuation of Citizenship team** - Monthly Assemblies, Sakaw Spirit Days and Pep Rallies
- **Clubs** - Leadership, Recess club, Art play, Intramurals, Art Club, Choir, Board game club
- **APPLE Schools initiatives** - APPLE Leaders, Monthly campaigns, Daily Physical Activity and Recess bins
- **Buddy classes**
- **Annual events** - Terry Fox, Jump Rope for Heart, Fun Field Day, PRIDE week,
- **Community Garden Projects** - Stone Soup, Sage planting and harvesting.
- **Riverhawks Field Trip**
- **Library** culling and purchasing books to ensure there is a diverse representation in the collection.
- **Spring Concert**

What were the biggest challenges encountered in 2022-2023?

- Increase in complex student needs, mental health and emotional dysregulation
- Regular student attendance continues to be a challenge
- Supply jobs not being filled for Educational Assistants and some teachers.
- Learning disruption continued to impact academics, conflict resolution, and emotional regulation
- Supporting resilience and mental wellness of students, staff and families.
- Providing targeted literacy and numeracy support to students

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

- Literacy and Numeracy instruction, assessment, intervention, and resources to improve results.
- Building connections and relationships with families and the community to support resilience and mental wellness of students, families and staff.
- Focus on anti-racism and reconciliation - working through these next steps collectively as a staff, Catchment and Division.
- Participating in Schools that Listen to improve students feeling we have a welcoming, caring, respectful and safe learning environment.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7251 Sakaw School

Assurance Domain	Measure	Sakaw 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	81.8	86.9	86.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.3	84.7	87.8	80.3	81.4	82.3	High	Declined	Acceptable
	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	46.9	52.0 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	12.0 *	n/a	16.0	17.7	n/a	Very Low	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	93.3	96.1	94.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/C/R/S/E)	81.6	90.1	90.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	85.4	82.8	82.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	90.4	86.7	80.8	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

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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

Sakaw staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2024, Sakaw students will demonstrate measurable growth and improved achievement in the areas of literacy and numeracy through authentic and diverse learning experiences. 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.

What data will you use to track continuous improvement?

The outcome of this goal will be measured by division H-LAT Writing(Gr 1-6), Fountas & Pinnell reading levels, Teacher Triangulated Professional Judgment, Cat 5 (Gr 4-6), PAT's(Gr 6),and Provincial Literacy and Numeracy assessments(Gr 1-3).

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	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,429,206		2,831,721
Internal Revenue		0		0
REVENUE TOTAL		2,429,206		2,831,721
Classroom	11.800000	1,270,544	14.892000	1,603,467
Leadership	1.700000	230,944	1.806000	243,482
Teaching - Other	.000000	2,956	.000000	4,726
Teacher Supply	.000000	36,292	.000000	41,805
TOTAL TEACHER	13.500000	1,540,736	16.698000	1,893,480
(% of Budget)		63.43%		66.87%
Exempt (Hourly/OT)	.000000	30,577	.000000	31,264
Support	10.429000	631,453	10.929000	661,248
Support (Supply/OT)	.000000	11,855	.000000	27,329
Custodial	1.800000	121,211	1.813000	121,887
Custodial (Supply/OT)	.000000	8,500	.000000	5,000
TOTAL NON-TEACHER	12.229000	803,596	12.742000	846,728
(% of Budget)		33.08%		29.9%
TOTAL STAFF	25.729000	2,344,332	29.440000	2,740,208
(% of Budget)		96.51%		96.77%
SUPPLIES, EQUIPMENT AND SERVICES		45,948		52,599
INTERNAL SERVICES		37,395		37,664
OTHER INTEREST AND CHARGES		1,532		1,251
TOTAL SES		84,875		91,514
(% of Budget)		3.49%		3.23%
TOTAL AMOUNT BUDGETED		2,429,207		2,831,722
Carry Forward Included		0		0
Carry Forward to Future		0		0