



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	284.500	Custodial	1.875000	Salaries	\$2,382,282	96%
Weighted	360.880	Exempt	0.000000	Supplies, Equip., Services	\$95,065	04%
Regular	302	Support	4.886000			
		Teacher	<u>18.026000</u>			
Year Opened	1972	Total	24.787000	Total	\$2,477,347	100%

School Philosophy

"Giving Life to Learning", our school motto, illustrates our belief that each child is unique. We understand every child's learning is different and full of as many possibilities as the children themselves. Learning involves intellectual, emotional, creative, musical, social and physical experiences promoting their development. We are all responsible for these experiences. Individually, students need to experience challenge and success in a safe, kind and caring learning environment that promotes strong character. Parents are our partners in their children's education. Our parent community believes that respect and care for each other are critical for success. Together we work to successfully accommodate the needs of all students.

Community Profile

Grace Martin School was the first elementary school in Millwoods. It is a true reflection of the community to which it serves. We serve a diverse group of students from various ethnic backgrounds with many students attending our programs from outside our catchment area. A diverse community which, at times, has a high mobility rate; Grace Martin accommodates a number of programs. As well as our K-6 regular program, we are a site for a Division 2 Literacy Program, a Division 1 and 2 Opportunity Program, and the Sakinah Circle alternative program - one that uses the Qur'anic world view to support the teaching and learning in its classrooms. We also work in partnership with a number of community agencies to support our students and families.

Programs and Organization

The school offers grade K to six classes accommodating integrated special needs students, one literacy classroom for students in grades four to six, and Division 1 and 2 Opportunity classes, a half-day kindergarten classes, as well as Sakinah Circle, a K to 6 alternative program using the Qur'anic world view to support learning.

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, Edmonton Immigrant Services Association, Muslim Education Foundation

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, all students will improve in reading by one or more years of growth as measured by the Fountas and Pinnell Benchmark Assessment. Drawing upon their professional learning around literacy foundations and BAS assessment, teachers will continue to implement in class strategies such as guided reading, leveled reading, word walls, as well as other strategies to support our students. Students who require targeted intervention will receive individual or small group instruction. Teachers will also receive professional learning around Empowering Writers, a school-wide initiative that provides literacy instruction that guides students as both readers and writers. Measures to chart student progress include BAS Assessment, Accountability Pillar, in-school pre and post writing assessment (HLAT prompt) and classroom-based assessments (observation, conversation & product).

Results Achieved:

- Using Fountas & Pinnell measures, approximately 55% of our students showed one or more years of growth in reading.
- 52.1% of students are reading at or above grade level which is a 2.4% increase from the previous year. This has been trending upward since 2018-19.
- 48.5% of students were at or above grade level for the HLAT which is a 10.9% increase from 2018-2019.
- At risk students were identified and provided additional support. These interventions included additional Educational Assistant time in the classrooms and one-on-one with students.
- The implementation of a Leveled Literacy Intervention program that supported 32 students during the school year. Of these 32 students, 88% of them showed at least one years growth in reading.
- Literacy strategies used in classrooms included Raz Kids, independent reading, reading out loud to students, anchor charts, word/vocabulary walls, personal dictionaries and testing to identify and record reading level.
- Professional learning for teachers including webinars on Empowering Writers; access to Empowering Writers Teachers' Hub and staff.
- Weekly Google Meet where the Principal reads a book to the school.
- Time provided on early dismissal Thursdays to address and talk about Literacy strategies and progress. Teachers also shared strategies on a common whiteboard in the staff room that included examples of student work.
- Online Homework Club for ELL/New to Canada students (via EISA, 5 students participated)

Grace Martin will focus on the concept of kindness so as to provide a more welcoming and positive working and learning environment. Strategies such as restorative practice, children's literature that invites further discussion around kindness, describing and recognizing kind acts will be introduced to students and staff to help increase the peaceful resolution of conflict. Using a pre and post assessment for staff and students, the Accountability Pillar, a decrease of office referrals for negative behaviour and an increase in visible examples of kindness and an awareness of what kindness entails.

Results Achieved:

- Percentage of teacher, parent and student agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school is 90%, an increase of 0.6% from the previous year (Assurance Survey).
- Teachers acknowledged kind acts in the school by giving students Gotchas. Gotcha announcements made these acts of kindness explicit to our students.
- The principal read alouds focused on kindness.
- Weekly announcements reinforced strategies and invitations to be kind.
- School wide initiatives included a Kindess Rock Garden, #Kindess, kindness comics, kindness metaphors, word scrambles.
- The school initiated a fundraising campaign to raise money to build a well in Burkina Faso. Over \$2 300 was collected.
- The creation of a Giving Fence where students donated hats, scarves and mittens for the community to access. In the spring we continue to offer hand sanitizer and masks for our community.

- Classroom lessons that revolved around kindness were taught and shared with all staff.
- Use of restorative practices such as healing circles in the classroom and in the office.
- The school was modernized so as to create a more welcoming learning and teaching environment. Updates include a new library and learning common, interior paint, new classroom furniture, front entrance was landscaped, revitalization of the school garden, new carpet in staff room and office, creation of a sensory room, art frames hung featuring student work, refinished gym floor and the removal of a culturally problematic mural.

Grace Martin School will continue to build upon our current relationships, and strive to begin new partnerships with community members and organizations. These partnerships will be focused on providing support to our families in need. As a result of this goal, we will see an increase in the Accountability Pillar results around the question of accessibility, effectiveness and efficiency of programs and services for students in our community as well in the area of safe and caring schools. We will see an increase in the number of students we are able to provide support to.

Results Achieved:

- School-wide nutrition program sponsored by Breakfast Club of Canada who provided funding and food.
- Sobeys supported approximately 15 families with weekly donations of bread.
- Holiday Hamper program by JCL provided 9 of our families with food hampers and gifts.
- Winter clothing donations by partners Islamic Circle of North America and the Millwods Seniors' Centre.
- Hamper and donations regularly provided by Calvary Community Church and Richfield Fellowship Christain Church.
- Circle K provided masks and hand sanitizer for our students.
- President's Choice Children's Charity provided financial support for groceries for families.
- Danone donated monthly yoghurt deliveries to support our nutrition program.
- Edmonton Immigrant Service Association provided online tutoring for students new to Canada.

What were the biggest challenges encountered in 2020/21?

- Because of the number of students who chose to learn online, our classes were combined. This was a new teaching reality for many of our teachers and the pressures of juggling multiple Programs of Studies made it difficult to address all student needs.
- It was difficult to track the growth of many students because of learning disruptions, absences, quarantines of both staff and students.
- COVID protocols allowed limited use of Guided Reading as a teaching strategy, we could not directly access the library and resource rooms, students did not have access to the library, buddy reading between classes was cancelled, volunteers were not able to support our students and school, field trips were limited to the virtual setting, frequent quarantining and switching back and forth between in-person and online learning.
- Encountering students who have not attended school regularly resulting in academic struggles.

What are the implications from 2020/21 that will impact your current year plan?

- We continue to assess and monitor student growth to determine academic needs to access provincial funding. Targetted intervention is planned for these students.
- Access to CAT4 data to directly support students and monitor growth.
- Grace Martin School was selected to participate in the Equity Achievement Project (EAP). With this comes support for Literacy and Numeracy lead teachers and a family support worker from the Family Centre. We are also making connections with outside organizations to address the tutoring pillar of the EAP (Youthrise)
- We are evaluating and replenishing classroom libraries to ensure that students have access to diverse and engaging literature.
- We have been able to revert back to single grade classrooms for many of our grades.
- We have instituted protocols that will allow classes to use the library and learning commons.
- Guided Reading has begun to be implemented in classrooms.
- Implementing a pre and post survey for students and our school community to measure kindness.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Grace Martin School (7220)



Assurance Domain	Measure	Grace Martin School (7220)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	75.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.7	74.9	81.2	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	61.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	3.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.7	95.3	93.5	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.6	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.6	86.3	87.4	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2022, Grace Martin School will show growth in reading, mathematics and computation/estimation as measured by the CAT4 assessment. Specifically, the percent of students at or above Stanine 4 (average or above). Drawing upon their professional learning through the Equity Achievement Project, collaboration with colleagues and with the support of the Literacy and Numeracy Leads, teachers will implement research based strategies. In order to provide tailored support (OECD Report) for specific groups of our school community such as English Language Learners, Refugees and First Nations, Metis and Inuit students, professional learning to address their specific needs will be undertaken as well as the regular monitoring of the child's progress.

Steps to increase reading levels include evaluating and replenishing classroom libraries to ensure that students have access to diverse and engaging literature to support independent reading, as well as incorporating interactive read alouds to help students develop fundamental skills and knowledge to become readers. Teachers will also receive professional learning around Empowering Writers, a school-wide initiative that provides literacy instruction that guides students as both readers and writers.

To support students in numeracy, staff will receive professional learning around First Steps in Math (FSIM). FSIM is a teacher resource designed to help teachers to diagnose, plan, implement and judge the effectiveness of the learning experiences they provide for students within a developmental framework. The Numeracy lead teacher will assist staff examining student work within the developmental framework to guide instruction.

Students identified as at risk via Alberta Education's learning loss assessments will be given additional support to address their specific needs.

Priority 1

We will build student and staff capacity to incorporate mental health and wellness practices to increase resiliency, self-regulation and self-advocacy in our school community. Through the Resilience Survey, work of Dr. Ungar, Equity Achievement Project and professional learning offered by Specialized Learning Supports, we will emphasize the importance of mental health and provide strategies to achieve this. This will be measured by a school-based survey to our staff and students that focuses on wellness and the Division's survey based on resiliency.

Resources and opportunities for connection for our school families will also be provided via SchoolZone, the Family Centre Support Worker, our school nutrition program, community partners as well as encouraging our families to become involved in our School Council. An increase in the Alberta Education Assurance Measure around Parental Involvement will be used to gauge the effectiveness of these strategies.

Priority 2

Grace Martin will focus on kindness so as to provide a more welcoming and positive working and learning environment. Strategies such as using children's literature that invites further discussion around kindness, describing and recognizing everyday kind acts and strategies to increase the peaceful resolution of conflict will be implemented. Using a pre and post survey for staff and students, a decrease in office referrals for negative behaviour, an increase in visible examples of kindness and an awareness of what kindness entails will be measured.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,280,721		2,477,347
Internal Revenue		0		0
REVENUE TOTAL		2,280,721		2,477,347
Classroom	15.252000	1,568,394	16.573000	1,704,235
Leadership	1.453000	194,005	1.453000	194,455
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	44,407	.000000	50,494
TOTAL TEACHER	16.705000	1,806,806	18.025999	1,949,184
(% of Budget)		79.22%		78.68%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,586	.000000	23,247
Support	4.179000	236,416	4.886000	273,237
Support (Supply/OT)	.000000	6,000	.000000	12,766
Custodial	1.875000	119,848	1.875000	119,848
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	6.054000	381,850	6.761000	433,098
(% of Budget)		16.74%		17.48%
TOTAL STAFF	22.759000	2,188,656	24.786999	2,382,282
(% of Budget)		95.96%		96.16%
SUPPLIES, EQUIPMENT AND SERVICES		57,575		59,575
INTERNAL SERVICES		33,990		34,990
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		92,065		95,065
(% of Budget)		4.04%		3.84%
TOTAL AMOUNT BUDGETED		2,280,721		2,477,347
Carry Forward Included		0		0
Carry Forward to Future		0		0