



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	293.500	Custodial	1.875000	Salaries	\$2,476,802	96%
Weighted	364.688	Exempt	0.000000	Supplies, Equip., Services	\$105,939	04%
Regular	312	Support	7.600000			
		Teacher	<u>18.000000</u>			
Year Opened	1972	Total	27.475000	Total	\$2,582,741	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, physical and technical experiences promoting their development. We are all responsible for these experiences. Individually, students need to experience challenge and success in a safe 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 with our highly skilled staff, 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 diverse number of programs. As well as our K-6 regular program, we are a district 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 such as Capital Health, ICNA, Breakfast Clubs of Canada and Edmonton Immigrant Services Association to support our students and families.

Programs and Organization

The school offers grade one to six classes accommodating integrated special needs students; one segregated literacy classroom for students in grades four to six, and segregated primary, and junior opportunity classes, a half-day kindergarten class with speech, language and occupational therapists, as well as Sakinah Circle, a K to 6 alternative program using the Qur'anic world view to support learning. All students, kindergarten to grade six, participate in daily physical education classes and we work hard to blend ELL and Leveled Literacy Intervention practices and principles with balanced literacy. Numeracy intervention is also targeted to support those requiring additional supports within the numeracy strands.

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, Free Footie Soccer Society, Muslim Education Foundation, Sobeys

District 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 2018-2019, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above District's Priorities that were in effect when the goal was set.

Supporting District Priority #1 - Grace Martin staff will foster success for every student by engaging in targeted literacy and numeracy supports and strategies to meet the learning needs of all students. This will be accompanied by regular communication with families to ensure high quality feedback about students' progress. By June 2019, all of our students will show at least one years growth in reading measured by the Fountas and Pinnell Benchmarks. Students will also demonstrate understanding of the essential learning outcomes of math as evidenced in classroom assessment and school-wide measures.

Below are the measures that will be used:

School-wide PAT

Accountability Pillar results

School zone access and school messenger access.

HLAT, Reading Levels and classroom-based assessments will serve as additional assessments to track student growth and to provide targeted interventions to support students in literacy.

Numeracy supports include targeted practice using Mathletics, benchmarking, utilizing MIPI and teacher assessments.

Results Achieved:

PAT results showed some significant gains across all subject areas. Most notably was a 55.6% increase in standard of excellence in numeracy Part A. In addition, we had an increase in Acceptable Standard for Part A of 26.5%. Both were above Provincial averages. Other increases in Acceptable Standard were: Science: 0.7%, Social Studies 7.9% LA Reading 10.2%, Math Part B increase of 7.6%. There was a decrease in Acceptable for LA Writing by 8.4%. We continue to be below Standard of Excellence in the assessments that require reading in comparison to Provincial averages.

Our HLAT scores and Reading (BAS Assessments) are well below district averages but there are discrepancies within the data that we need to explore. In our Grade 6 HLAT data we indicated 36.4% meeting benchmark but on our PAT we had 82.1% meeting benchmark.

We have discovered that school zone access continues to remain a concern. We will need to focus our energies on alternative methods to connect and engage with our parents. School messenger has provided some informal data to show that this appears to be a more affective approach in getting parents to school events and participating in feedback.

Principals at our J. Percy Page cohort schools (Grace Martin, Malcolm Tweddle and Meyokumin) in conjunction with Consulting Services will provide eight collaborative professional learning experiences for 2018-19. Lead teachers from K - 6, as well as music and second languages from the three schools will help facilitate the meetings, which focus on the competencies, as outlined by Alberta Education, in their respected groups. Teachers will examine current curriculum, and align competencies by applying high quality practices to concrete learning. As new Provincial curriculum becomes available, teachers will explore and make competency connections.

Results Achieved:

Cohort schools Meyokumin, Grace Martin and Malcolm Tweddle provided eight collaborative experiences for staff. Lead teachers facilitated meetings focusing on aligning competencies for both old and new curriculum. One on Ones were completed with staff in both the Fall and Spring.

All staff groups from the three cohort schools provided evidence of competency connections to the administrative teams at their school. Although we started with some concerns about our cohort work we took that information and made some changes that were well received by staff.

Staff were supported in Literacy and Numeracy professional development within the catchment.

Lead teachers assisted in leading and development of cohort work within catchment

Grace Martin School will promote a healthy school culture and responsible citizenship by providing a welcoming, safe and high quality learning and working environment. By June 2019 all students will participate in a community volunteer activity. In addition, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of parents attending school event/activities, parental communication, number of referrals to internal and external agencies and our accountability pillar parental involvement results. We will continue to actively seek parental support in the school and will recognize and celebrate all volunteers.

Results Achieved:

There is almost two tales to this goal. The accountability pillar spoke to numerous areas of concern from the teachers perspective. The student and parent community remained relatively at par - many higher and overall is ranked high. We had a 200% increase in number of parents completing the survey. In safe and caring schools parents ranked Grace Martin at 93.2% approval rate which is above Provincial average but teachers were below provincial average. In quality of education parent were at 81.9% approval - last ranking from 2017 we were at 44%.

Other data supports growth in the promotion of the engagement of community partners to support students and families. In focusing on the positives we will address a just a few of the positive outcomes. We had an increase of parent volunteers in the school, we add 32 families provide feedback on our Student Rights and Responsibilities, we started our first PAC meeting with one parent and after some reaching out we had at times up to 20 parents in some meetings, the community partners provided free tutoring over the summer for our students and in a recent survey of 21 families 100% of them agree or strongly agree we have effective use of community supports at Grace Martin. In addition, there have been a number of referrals to other agencies of the good kind. We have been invited to WE Day, had student win a Scholarship to a summer camp and had both a community fridge and community kitchen be extended to us.

However, the data does show we need to address the concern of a healthy and safe work environment at Grace Martin and issues around citizenship.

What were the biggest challenges encountered in 2018/19?

Providing a healthy, high quality working environment - kindness - connecting and appreciation

HLAT Data

Discrepancy of data

Clarity in what was expected in Literacy Intervention

Mental and physical health issues

Opportunities for PD as a school

What are the implications from 2018/19 that will impact your current year plan?

Professional development on BAS Assessment and/or Balanced Literacy

School wide writing program

Revisit our Pyramid of Intervention and what we are committed to and we would also like to explore the alignment with classroom based awarded marks and our standardized assessments.

Utilize the positive results of our math interventions to motivate and explore intervention in literacy

Positive working environment

Science - area of skills within program of studies

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 7220 Grace Martin School



Measure Category	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
Safe and Caring Schools	Safe and Caring	85.1	96.0	86.6	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	80.3	93.3	83.2	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	88.7	96.6	85.8	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.6	59.8	60.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	2.7	4.3	6.4	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	86.1	89.5	90.1	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	75.7	93.1	80.8	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	83.5	92.6	82.8	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.5	98.9	84.4	81.0	80.3	81.0	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

District 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 2019/2020 school year. Select the District 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.

Grace Martin staff will foster success for every student by engaging in targeted literacy and numeracy supports and strategies to meet the learning needs of all students. This will be accompanied by regular communication with families to ensure high quality feedback about students' progress. By June 2020, all of our students will show at least one years growth in reading and writing as measured by the Fountas and Pinnell Benchmarks and HLAT Assessments. Students will also demonstrate understanding of the essential learning outcomes of math as evidenced in classroom assessment and school-wide measures.

Below are the measures that will be used:

PAT Results

BAS Assessment

Accountability Pillar results

Classroom-based assessments will serve as additional assessments to track student growth and to provide targeted interventions to support students in literacy and numeracy.

MIPI and teacher assessments will be utilized to target interventions that may be required

Priority 1

Principals at our J. Percy Page cohort schools (Grace Martin, Malcolm Tweddle and Meyokumin) will provide collaborative professional learning experiences for 2019-20. Lead teachers from K - 6, as well as music and second languages from the three schools will help facilitate the meetings, which focus on the competencies, as outlined by Alberta Education, in their respected groups. Teachers at Grace Martin will work collaboratively to align this cohort work with their Inquiry Based Professional Growth Plans. The plan will state the goal, action plan, pre and post data and resources. By May 2020, all catchment cohort staff groups will provide a summary of results for their groups to their administrative team.

In addition, Grace Martin staff will participate in the utilization and training of the BAS assessment for all grade levels.

Priority 2

Grace Martin School will promote a healthy school culture and responsible citizenship by providing a welcoming, safe and high quality learning and working environment. By June 2020 all students will participate in a community volunteer activity. In addition, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of parents attending school event/activities, parental communication, number of referrals to internal and external agencies and our accountability pillar parental involvement results. We will continue to actively seek parental support in the school and will recognize and celebrate all volunteers. In response to community feedback we will revamp two community events: Community Bazaar and Workshops for parents in the area of technology. .

Priority 3

Budget Summary Report

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		2,661,458		2,582,741
Internal Revenue		0		0
REVENUE TOTAL		2,661,458		2,582,741
Classroom	16.660000	1,712,500	16.500000	1,696,055
Leadership	2.000000	250,942	1.500000	198,777
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	62,000	.000000	50,000
TOTAL TEACHER	18.660000	2,025,442	18.000000	1,944,832
(% of Budget)		76.1%		75.3%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	16,000	.000000	16,000
Support	7.200000	379,132	7.600000	398,670
Support (Supply/OT)	.000000	8,000	.000000	5,231
Custodial	1.875000	110,069	1.875000	110,069
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	9.075000	515,201	9.475000	531,970
(% of Budget)		19.36%		20.6%
TOTAL STAFF	27.735000	2,540,643	27.475000	2,476,802
(% of Budget)		95.46%		95.9%
SUPPLIES, EQUIPMENT AND SERVICES		54,233		50,050
INTERNAL SERVICES		66,582		55,889
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		120,815		105,939
(% of Budget)		4.54%		4.1%
TOTAL AMOUNT BUDGETED		2,661,458		2,582,741
Carry Forward Included		0		19,851
Carry Forward to Future		0		0