

Profile



Enrolment		Staff FTE		Budget		
Normalized	427.000	Custodial	2.625000	Salaries	\$3,361,502	97.31%
Weighted	515.786	Exempt	0.000000	Supplies, Equip., Services	\$92,805	02.69%
Regular	457	Support	10.771000			
		Teacher	21.999000			
Year Opened	1980	Total		35.395000	Total	\$3,454,307 100.00%

School Philosophy

Baturyn School is a safe and inclusive community of diverse learners who are empowered to lead and achieve.

Community Profile

Baturyn School is located in north Castledowns. The community is made up of multi and single family dwellings. Students come from a variety of socioeconomic and cultural backgrounds. The school has an active School Council and Parent Association. The parent community supports school endeavours through fund raising and contributing volunteer hours. Kidco Out of School Care leases space in the school.

Programs and Organization

Baturyn School offers inclusive programming for Kindergarten to Grade 6 students. The school is designated as a Division special needs site for Division II students in the Strategies Programs. French as a Second Language is offered for all Division II students. The school focus is on success for all students in a positive and productive learning environment. Literacy and Numeracy skills include: reading, writing, communication, numeracy, digital literacy and problem solving. As a Leader in Me school, citizenship and leadership are emphasized.

Baturyn School works in professional partnership with the North Central Catchment Schools on focused staff professional development to enhance pathways for student success and successful transitions.

School Community Relationships

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

Boston Pizza, Concordia University, Edmonton Police Service, Little Einsteins Daycare (Kidco Out of School Care, University of Alberta)

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, all Baturyn students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. In recognition of our population of students with First Nations, Metis and Inuit heritage, as well as our English as an Additional Language Learners and Special Needs population we look to the OECD Promising Practices report as a guiding document to frame our work with all of our students.

- Staff engagement in evidence based literacy professional learning through the Division's Literacy and Numeracy Project (LNAP) with a focus on writing
- Release time for Lead teacher (0.5 FTE) to attend PL and to lead and model for staff high leverage literacy practices in writing
- Educational Assistants working with small groups of EAL students new to Canada
- Leveled Literacy intervention practices will continue to be used for students
- Continue with year 2 of using Jump Math as a resource
- Continuation of catchment collaboration groups

Results Achieved:

In looking at results for Baturyn School, data has indicated that the following areas saw some growth whereas other areas continue to be of concern:

Reading

Based on the Reading Achievement Level 55.9 % of all our students are reading at grade level which is a decrease of 4.7% compared to our 2022-2023 results. Many students made positive gains between fall and spring as measured by the CAT4 (all grade Stanine 4+); Fall 50.6% to Spring 64.4 % (increase of 13.8%). For our English as an Additional Language Learners there was an increase from Fall to Spring of 18.3%. Primary instructional programs include: Reader's Workshop approach, Phonics, Guided reading, UFLI.

Writing

Looking at writing results as measured by the HLAT, 49.5% of students are writing at or above grade level. By comparison, 50.8% of students were writing at or above grade level in 2022-2023 which is a decrease of 1.3%. For our English as an Additional Language Learners results were maintained. Staff will continue with year 2 of LNAP (Literacy and Numeracy Project with a focus on writing)

Math

Looking at math results as measured by CAT 4 (all grades, Stanine 4+); Mathematics- Fall 75.9% to Spring 72.3% (decrease of 3.6%); Computation Fall 67.6% to Spring 71.9% (increase of 4.3%); Total Math Fall 79.5% to Spring 76.7% (decrease of 2.8%). When comparing these results to 2022-2023 results Spring levels were maintained. For our English as an Additional Language Learners (Stanine 4+) Mathematics- Fall 68.3% to Spring 53.3% (decrease of 15%); Computation Fall 53.7% to Spring 60% (increase of 6.3%); Total Math Fall 75.7% to Spring 63% (decrease of 12.7%). It is important to note that in the Fall there were 43 students who completed the CAT4 and in the Spring there were 61 students who completed the CAT 4. Staff will continue with year 3 of using Jump Math as a primary resource.

EYE

In looking at data for our youngest learners there were positive gains in all domains from Fall to Spring. The most significant growth was in the areas of Communication/Language Development and Fine motor Skills which saw an increase of 32.2%.

First Nations, Metis, Inuit Student Results (19 students)

Looking at math results as measured by CAT 4 (Stanine 4+); Mathematics - Fall 77.8% to Spring 73.3% (decrease of 4.5%); Computation Fall 63.2% to Spring 73.3% (increase of 10.1%); Total Math Fall 75% to Spring 76.9% (increase of 1.6%).

In looking at reading results as measured by CAT 4 (Stanine 4+) Fall 50% to Spring 66.7% (increase of 16.7%). When comparing Reading Achievement Level for 2023-2024 and 2022-2023 there was a decrease of 4.3% in overall results and an increase of 2.6% for those students reading above grade level.

Division Feedback Survey Results

Results for students indicate that: 83% of students feel they are getting better at math, 90% feel they are getting better at writing, and 89% feel they are getting better at reading.

Results for staff indicate that: 83% of staff feel they have access to resources to help them meet the diverse learning needs of students, 88% of staff feel capable of supporting literacy, and 94% of staff feel capable of supporting numeracy. 82% of teachers feel they have the knowledge and skills to program for/support students who are First Nations, Metis, and Inuit whereas only 55% of teachers feel they have the knowledge and skills to program for/support English as Additional Language Learners.

By June 2024, Baturyn School, in collaboration with all NCCS staff and through professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

- 3 Catchment PD ½ days - focused on a [series of 3 conversations](#) around diversity, anti-racism, reconciliation and well-being (Language Matters: A Literacy Framework Supporting Anti-Discrimination and Positive Mental Health in Schools, Relationships Matter: Strength-Based and Anti-Discriminatory Communication Approaches for Healthier Schools, Action Matters: Strategies and Sustainable Action Planning for Addressing Anti-Discrimination and Mental Health)
- Time allocated for monthly PL, collaboration and sharing
- Continue using the Division's multi faith calendar to recognize our diverse community through daily announcements, classroom and school activities, monthly displays
- Continue with school wide celebrations and events
- Continue with student led clubs and activities

Results Achieved:

At Baturyn School we continue to create and build upon a culture of deep conversations that are solution-focused to meet the complexities in our school. To continue creating a culture of belonging in our school we have ensured that our resources and library collections represent the students we serve, and that classroom and school displays represent our diverse population. Some examples of the activities that we supported include: Elder and parent presentations, guest artists and speakers, use and teaching of the multi-faith calendar (library display for National Day for Truth and Reconciliation, Diwali, Christmas, Hanukkah, Kwanzaa, Lunar New Year, Black History Month, Holi, Ramadan, Eid-al-Fitr, Easter, United Nation's Peace Keepers Day, World Day for Cultural Diversity, National Indigenous Peoples Day), prayer spaces, Orange Shirt day (front school display, hallway display, assembly and our grade 4 classes were part of the Division's livestream event), Ramadan Basket fundraiser, year 2 of a GSA club, year 7 of our Hallway of Heroes display (with a section dedicated to the contributions of First Nation, Metis and Inuit veterans). The school held their first Cultural day in the spring which was a great success, and students and families were proud to represent their culture.

Within NCCS, work included intentional layers of leadership development, including Lead teacher sessions with the Catchment CC, a Positional Leadership collaborative group, and two Catchment Leadership days. We held a series of three sessions led by the Diversity and Wellness teams: Language Matters, Relationship Matters, and Action Matters. The first two sessions were conducted in a hybrid format, which we found less engaging for staff, prompting us to reassess this approach. Baturyn staff attended the third session, an in-person meeting with Janice Pinnock focused on "Responding to Racialized Situations," which received positive feedback. For the two Catchment Leadership days, formal leaders were brought together for two full day PL sessions to build relationships and to reflect on Catchment leadership plans and strategies. During the first session (with a consultant) we constructed a systems map and outlined our commitments, values and legacy. Later we refined our values into our NORTH commitment statements. The second session included circle conversations and a Q&A panel with the Division's Diversity Team around meeting societal challenges and leadership strategies for effectively advancing equity actions. All NCCS principals engaged in monthly learning on Anti-Racism, including a book study of Fix Justice, Not Kids by Gorski and Swalwell. Monthly meetings also included: 1) Hot Topic discussions, 2) Priority PL, 3) Circle Conversations and Sharing, 4) Principal Committee Sharing. We had several conversations around supporting schools for the SOGI and Pride Week work.

Division Feedback Survey Results

Student results indicated: 80% of students agree that they have opportunities to be involved in activities that support their sense of belonging; 85% of students feel that many diverse cultures are represented in the books and materials at my school; 73% of students feel safe going to an adult at the school for help if they felt something racist or discriminatory happened (note 10% of students answered "I do not know" to this question); 85% of students feel that the school takes action that support truth and reconciliation; 91-93% of students indicate they have the opportunity to learn about the contributions of Indigenous peoples, Indigenous perspectives, treaties and agreements with First Nations and residential schools and their legacy.

Staff results indicated: 100% of staff feel the school takes steps to support a sense of belonging and inclusion; 100% of staff feel many diverse cultures are represented in books and materials at my school; 100% of staff feel the school is a place where all students feel like they belong; 100% of staff are aware of the work EPSB is doing to support anti-racism and belonging in school; 100% of staff feel the Division is taking action that support truth and reconciliation.

Family results (20 respondents) indicated: 85% of families feel welcome in the school community; 90% of families feel that many diverse cultures are represented in the events, activities and environment of their child's school; 60% of families feel the school keeps them informed of steps they are taking to support anti-racism and belonging and 55% of families feel the school keeps them informed of steps they are taking to support truth and reconciliation (note 7 families responded to these two questions as "I don't know" which indicates that as a school we have to work on communication of these areas to families).

What were the biggest challenges encountered in 2023-2024?

- Adequately supporting students who are not achieving at grade level
- New curriculum implementation (multiple subjects in one year)
- New Math curriculum (bridging the difference in grade outcomes)
- Housing, food insecurity, transiency, poverty, trauma, economic and cultural diversity of our students continue to be a challenge
- Shortage of supply staff due to illness
- Supporting the complex mental health needs for students and families

- Translation for families who come into the school (there were 23 different languages spoken at home last year and there are 28 different languages spoken at home this year)
- Increase of EAL students (in 2022-2023, 22% of students were identified as EAL learners and in 2023-2024 it increased to 28% with 20 new EAL learners arriving after September 30th)
- Access appropriate and timely supports for students and families

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

- Continuing to maintain a focus on literacy, reading and writing skills and numeracy, mathematics and computation is critical.
- Staff will continue to bridge the learning gap in the outcomes from the old curriculum to the new curriculum using Jump Math as the primary resource.
- Grade level collaboration to continue exploring Division created resources for the new curriculum.
- Provide ongoing access to professional learning development related to the new curriculum, as well as other professional learning tailored to the needs of individual teachers.
- Collaborative HLAT marking will continue as a way to provide consistency in student grading and professional learning. Through HLAT writing prompts and LNAP staff will continue to build their capacity by collaborating in high quality, researched based literacy instruction and assessment.
- EA specific PL opportunities.
- Staff opportunities for engagement with PL on EAL Benchmarking 2.0.
- For the catchment we hope to have a Diversity Panel 2.0 with Diversity consultants.
- Catchment principals and school leaders will continue to participate in professional learning on anti-racism and reconciliation.
- There is a lot of work towards anti-racism and reconciliation learning happening with our staff and now we need to think about how we communicate this work with our stakeholders. Our Assistant Principal has been leading the collaboration with other catchment CC's and the Division's diversity team to create information posters and letter templates for parents in our catchment (ie. Why do we recognize National Day for Truth and Reconciliation?).
- Principal and Positional PL will continue through a common book study.
- Positional leaders will have an opportunity to job shadow and engage in inter-school visits.
- Continue to support staff collaboration across the NCCS with opportunities connected to IBPGP driving questions.
- Community circles in every classroom.
- Continue to pursue our existing school goals.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7247 Baturyn School

Assurance Domain	Measure	Baturyn 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	76.2	85.4	83.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.8	88.5	90.0	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	70.0	65.6	65.6	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	18.6	21.3	21.3	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	95.6	92.8	95.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	89.9	90.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.3	83.3	83.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.1	98.9	94.7	79.5	79.1	78.9	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 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, all Baturyn students will demonstrate growth in reading, writing and mathematics. In recognition of our population of students with First Nations, Metis and Inuit heritage, as well as our English as an Additional Language Learners and Special Needs population we look to the OECD Promising Practices report as a guiding document to frame our work with all our students.

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 2-5% improvement in students feeling they are getting better in math
- 2-5% improvement in students feeling they are getting better in reading
- 2.5% improvement in students feeling they are getting better in writing
- 10% improvement in staff feeling they have the knowledge and skills to program for/support English as Additional Language Learners.

Alberta Education Assurance Measures—AEAMs

- 5% improvement in the Student Learning Engagement measure

Youth Resilience Survey—YRS

- 5% improvement in Student Engagement results

Achievement of this goal will be supported by:

- Teachers will collaborate around student data to identify and support the implementation of high impact strategies to support student growth.
 - Including regular monitoring of student reading levels through a common school assessment tracker.
- Staff engagement in evidence-based literacy and professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Common HLAT marking and collaboration and PL as part of LNAp (writing)
- Continuation of year 3 of using Jump Math as a primary resource
- Educational Assistants working with small groups of EAL students new to Canada
- Staff PL and collaboration on programming for EAL students not at grade level

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; teacher observations (e.g., Guided Reading); teacher awarded grades; Canadian Achievement Test 4 (CAT4); PATs; staff perception of their capacities and student perception of their reading, writing and math progress from the DFS, student engagement results from the AEAM and YRS

Division Priority 2

By June 2025, Baturyn School, in collaboration with all NCCS staff and through professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation.

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% improvement in students feeling that they have opportunities to be involved in activities that support their sense of belonging.
- 5% improvement in students feeling safe to go to an adult at the school for help if they felt something racist or discriminatory happened.
- 5% improvement in students feeling that school is a place where all students can feel they belong.
- Maintain positive results for staff in the following areas: "My school takes steps to support a sense of belonging and inclusion for everyone"; "The Division is taking actions

that supports truth and reconciliation"; and "I am aware of the work EPS is doing to support anti-racism and belonging in schools".

Alberta Education Assurance Measures—AEAMs

- 5% improvement in the Citizenship measure

Youth Resilience Survey—YRS

- 5% increase in Student Connectedness to Teachers
- 5% increase in Culture of Equity

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include developing personalized land acknowledgements, updating resources.
- Continued use of the Division's multi faith calendar to recognize our diverse community through daily announcements, classroom and school activities, monthly displays
- Continue with school wide celebrations and events
- Continue with student led clubs and activities
- Implementation of community circles in all classrooms

What data will you use to track continuous improvement?

This will be measured by increasing our positive responses in the Alberta Education Assurance Measure, the Youth Resilience Survey and Division Feedback survey as well as local measures.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,239,903		3,454,307
Internal Revenue		0		0
REVENUE TOTAL		3,239,903		3,454,307
Classroom	19.979000	2,159,191	20.499000	2,215,389
Leadership	1.500000	214,619	1.500000	214,730
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	44,000
TOTAL TEACHER	21.479000	2,408,810	21.999001	2,474,119
(% of Budget)		74.35%		71.62%
Exempt (Hourly/OT)	.000000	33,500	.000000	35,000
Support	7.900000	477,363	10.771000	646,619
Support (Supply/OT)	.000000	5,000	.000000	13,500
Custodial	2.625000	185,948	2.625000	185,948
Custodial (Supply/OT)	.000000	5,000	.000000	6,316
TOTAL NON-TEACHER	10.525000	706,811	13.396000	887,383
(% of Budget)		21.82%		25.69%
TOTAL STAFF	32.004000	3,115,621	35.395000	3,361,502
(% of Budget)		96.16%		97.31%
SUPPLIES, EQUIPMENT AND SERVICES		67,982		45,702
INTERNAL SERVICES		56,300		47,103
TOTAL SES		124,282		92,805
(% of Budget)		3.84%		2.69%
TOTAL AMOUNT BUDGETED		3,239,903		3,454,307