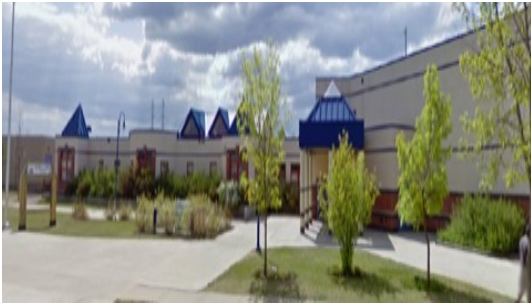


Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	557.500	Custodial	2.625000	Salaries	\$4,045,697	94.15%
Weighted	690.842	Exempt	0.000000	Supplies, Equip., Services	\$251,352	05.85%
Regular	589	Support	11.000000			
		Teacher	<u>26.659000</u>			
Year Opened	1993	Total	40.284000	Total	\$4,297,049	100.00%

School Philosophy

At Velma E. Baker, we believe:

- In helping students grow and succeed as critical, creative thinkers and as global citizens and leaders,
- That we all learn in unique ways and can come together to embrace our differences,
- In providing quality learning experiences for all students, enabling them to be successful and to contribute to their community,
- In respect, integrity, caring, purpose and celebrating the learning of our students.

Community Profile

Velma E. Baker School is located in The Meadows community, east of 34 street and south of the Whitemud Freeway. We are the designated school for families in the Larkspur and Wildrose communities. Bus transportation services are provided for those families who reside in Wildrose. We provide students in Kindergarten to Grade 6 with an engaging and inclusive learning environment. We recognize that students learn in unique ways and celebrate the diversity of our school community. We work collaboratively to help our students to become lifelong learners and exceptional community leaders as they build connections to our school and our community. Our goal is to provide exceptional learning opportunities for all students. Velma E. Baker benefits from an active school council and parent association, which supports our school in building strong connections with our families and community.

Programs and Organization

Velma E. Baker School offers English programming for kindergarten to grade six students. French as a Second Language is provided to all students in grades four through six. We have a large population of students who are English as Additional Language Learners. Student with complex and exceptional needs are included into our regular classrooms. Technology resources are used to support and enhance student achievement. As a learning community, we value and commit to working with all rights holders to create a space where integrity, kindness, gratitude, and diversity are foundational. We are committed to ensure that the health and wellness of students and staff are a priority. Velma E. Baker is part of the Elder Doctor Francis Whiskeyjack catchment where we will collaboratively work towards building community through connection and relationship building.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Edmonton Immigrant Services Association, The Meadows Community League, Velma E. Baker School Parent Association

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).

Staff at Velma E. Baker School will continue to focus on literacy and numeracy. By June 2024, students will demonstrate growth in the areas of reading, writing and mathematics, with an emphasis on skill-based, hands-on, interactive activities in classes.

- Targeted interventions at the classroom level
- A grade-level collaborative approach to planning, teaching and assessing
- Small group guided learning

Results Achieved:**Reading:**

When reviewing the data from 2023-2024 as a team, teachers noted that the number of students reading at or above grade level has increased in all grade levels. Specific targeted interventions (UFLI and guided reading scheduled by grade to allow for levelled instruction) were implemented school wide and are credited for supporting this growth and will continue for the 2024-2025 school year.

Reading achievement results indicate that, as of June 2024, 80% of our students in Grades 1-6 were reading at or above grade level. Canadian Achievement Test 4 (CAT4) reading results from fall 2023 to spring 2024 indicate an increase of students scoring over the expected range as follows: 16% increase in Grade 4, 3% increase in Grade 5, and 7% increase in Grade 6 with an average of 73% of our Division II students meeting their grade level expectation and beyond. All classes participated in scheduled guided reading by grade level to support the reading needs at their grade level.

Writing:

All grade levels demonstrated significant growth in writing, celebrating an 11%- 64% increase of students writing at or above grade level as reported by grade, when comparing the scores from October 2023 interim writing to the Highest Level of Achievement Test (HLAT) writing in April. As of June 2024, an average of 68% of our students were writing at or above grade level.

Mathematics:

Students demonstrated measurable growth in Numeracy outcomes.

Our CAT4 results in the spring indicated that, overall, 10% more of our Division II students met the expected level for both Mathematics and Computation & Estimation, compared to the fall, with 86% of those who completed the assessment meeting the acceptable standard and above. Our lead teacher took part in the Division led Literacy and Numeracy Achievement Project (LNAP) training and modeled learned researched-based classroom instructional practices to support the development of mathematical reasoning skills in all classrooms for all teachers. The schoolwide implementation and common approach to getting to know our students as mathematicians, while highlighting the importance of activating prior numeracy skills in students prior to new learning, has led to improved academic achievement in Numeracy as measured by our CAT4 results and teacher professional judgement.

Velma E. Baker School will engage both staff and students in building skills, strategies and relationships that create healthy connections to foster emotional and physical well-being and positive mental health. Respect, integrity, caring, purpose and celebrating the joy in learning are the pillars we stand by to reinforce a positive school culture. School events, staff engagement activities, staff wellness supports, and community engagement opportunities create a comprehensive approach to wellness.

Results Achieved:

When reviewing the data from the Division Feedback Survey (DFS) from 2023-2024 as a team, teachers noted:

- 91% of students reported that they feel safe, resilient, belong and have an adult that they can talk to when things are difficult at school.
- 100% of students feel that our school takes actions to support truth and reconciliation

These findings align with the data collected from all rights holders through the Alberta Education Assurance Survey (AEA) reporting that overall, 91.7% stated that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.

Multiple opportunities for community and culture building for students were celebrated throughout the 2023-2024 year as reported by teacher collected data and the qualitative data from the Division Feedback Survey including: Consistent schoolwide community group events centred around developing resilience and community, the VEB annual multicultural day, a French cultural speaker, a career pathways presentation (Div. II), frequent and varied Mental health presentations, delivery of kindness cards to our neighbours in the Larkspur community, the school wide character education best book project, a Numeracy night for families, teacher/student hockey game, student clubs (leadership, choir, newspaper, intramurals), and multiple student celebrations and performances.

To engage and increase staff wellness, activities to promote healthy balance and develop connections with each other were intentionally planned throughout the year to build collegial relationships. 90% of staff reported feeling a sense of belonging at work and 96% reported feeling confident in helping students build skills that support their wellness.

What were the biggest challenges encountered in 2023-2024?

- As 14% of students feel that they are not comfortable to be themselves at school (while only 4% felt that our school is a place where people are not permitted to be themselves), we will put our collective efforts into creating a space and culture where authenticity is valued.
- Building a common community understanding and practice of inclusion to support diversity
- Navigating a new curriculum while working to develop a common math practice and data collection to support achievement tracking over time
- Engaging a new Language Arts curriculum while building a common language and process for assessing writing across grade levels to increase consistency and reliability of writing data

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

- Support and provide in-class intervention for the 20% of students identified as reading below grade level
- Staff participation in professional learning to initiate evidence-based writing practices into our classrooms to support all students and provide direct support for those students who are not yet writing at grade level
- Communication with families to support informed engagement and understanding of curricular objectives
- Increase staff capacity and connection to programs and services available for students in the community
- Continue to engage students and staff in schoolwide, catchment, and division learning and activities that promote well being and belonging

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7280 Velma E. Baker School

Assurance Domain	Measure	Velma E. Baker 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	86.7	93.5	91.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	95.0	91.5	94.2	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	76.3	75.0	75.0	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	19.6	26.1	26.1	19.8	18.0	18.0	High	Declined	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	93.4	95.7	96.8	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	92.3	94.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	83.4	84.7	88.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	84.1	88.3	92.0	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, students will demonstrate measurable growth in the areas of reading, writing, and numeracy.

Achievement of this goal will be supported by:

- Continued emphasis and support with home reading
- High impact instructional routines to support mathematical reasoning (LNAP)
- Emphasis on skill-based, hands-on, interactive activities in classes
- Regular monitoring of student reading and writing levels through a common school assessment tracker
- Targeted interventions at the classroom level
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level
- Schoolwide writing assessment by term to support a collaborative approach to instruction and assessment

What data will you use to track continuous improvement?

Schoolwide Interim and HLAT writing measures, Informal reading inventories by teachers and ongoing review of data from small groups, CAT4 data, PATs, provincial screening assessments, and teacher professional judgement informed by a triangulation of evidence.

Division Priority 3

By June 2025, students and staff will continue to experience and report feelings of safety, belonging, and overall well being.

Achievement of this goal will be supported by:

- Providing opportunities for families to engage with the school community to support student well being and academic success
- Implementing regular check-ins with students and intentionally connecting with those who require additional support
- Providing students with leadership and extracurricular opportunities to build a sense of belonging and self
- Continuing school wide community groups project to foster a culture of connection and security
- Initiating school spirit days to build community

What data will you use to track continuous improvement?

Questions from the following surveys that speak to belonging, wellbeing and safety: Division Feedback Survey, Youth Resilience Survey, Alberta Education Assurance Measures; observational data signaling improvement in student- staff relationships and wellbeing, such as students engaging more in classrooms and engagement by school council to support school wide initiatives and events.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,075,985		4,297,049
Internal Revenue		0		0
REVENUE TOTAL		4,075,985		4,297,049
Classroom	23.904000	2,583,377	24.359000	2,632,550
Leadership	2.300000	315,183	2.300000	316,017
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	125,890
TOTAL TEACHER	26.203999	2,983,560	26.658998	3,074,457
(% of Budget)		73.2%		71.55%
Exempt (Hourly/OT)	.000000	92,500	.000000	85,000
Support	11.000000	669,792	11.000000	669,792
Support (Supply/OT)	.000000	9,500	.000000	23,000
Custodial	2.625000	185,948	2.625000	185,948
Custodial (Supply/OT)	.000000	10,500	.000000	7,500
TOTAL NON-TEACHER	13.625000	968,240	13.625000	971,240
(% of Budget)		23.75%		22.6%
TOTAL STAFF	39.828999	3,951,800	40.283998	4,045,697
(% of Budget)		96.95%		94.15%
Not Classified		0		0
SUPPLIES, EQUIPMENT AND SERVICES		74,945		184,472
INTERNAL SERVICES		47,740		64,380
OTHER INTEREST AND CHARGES		1,500		2,500
TOTAL SES		124,185		251,352
(% of Budget)		3.05%		5.85%
TOTAL AMOUNT BUDGETED		4,075,985		4,297,049