

Profile



Enrolment		Staff FTE		Budget		
Normalized	629.000	Custodial	3.688000	Salaries	\$4,283,990	96.22%
Weighted	786.195	Exempt	1.000000	Supplies, Equip., Services	\$168,368	03.78%
Regular	629	Support	7.000000			
		Teacher	<u>30.929000</u>			
Year Opened	1991	Total 42.617000			Total \$4,452,358	100.00%
				Internal Revenue	\$68,252	

School Philosophy

T. D. Baker School is a diverse and caring learning environment where academic rigour and citizenship are fostered and modelled. The school's culture is built upon its five pillars of Character Education: Acceptance, Dignity, Belonging, Dedication and Respect. Through the partnership of home, school, and community, we will provide students with the opportunities to develop the skills and attitudes necessary to meet future challenges and become engaged, compassionate and productive citizens. We work with our colleagues, students, their families and community partners to provide welcoming, inclusive, safe, healthy, and equitable learning experiences.

Community Profile

T. D. Baker School is intentional about offering academic programming, athletics, clubs and extracurricular activities to meet the needs of today's adolescent learners. Building a healthy and respectful school community that celebrates individual uniqueness and belonging, we welcome various external agency supports to assist us in meeting the needs of our community. Located in southeast Mill Woods, T. D. Baker enrolls a diverse population of educational learners from many ethnic and socio-economic backgrounds. Our students typically come to our school from three elementary schools in our attendance area: Crawford Plains, Daly Grove and Pollard Meadows. TD Baker school students have W.P. Wagner as our designated high school.

Programs and Organization

T. D. Baker is proud to offer diverse programming to meet the needs of our learners. The majority of our programming is the regular junior high program. We also offer enrichment programming through our Gifted and Talented program. We provide congregated and inclusive programming for students in the following programs: Connections, Opportunity and Interactions. We believe that students and parents are our partners; therefore, we endeavour to foster, nurture and celebrate these partnerships.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

We will build on outstanding learning opportunities for all students by:

- increasing our student achievement with a focus on numeracy and literacy in all courses
- identifying and providing targeted tier two intervention for our students who need additional time and support in math and language arts every second day for thirty-two minutes
- providing silent reading for each student at their reading level every second day
- providing mental math practice to increase fluency every second day
- offering weekly peer tutoring for all core subjects
- creating and implementing cross curricular instruction (all core) on graphs and graph analysis
- using common formative and summative assessments in all core subjects
- implement digital reading programs in our English Language Learner classes
- accessing external supports such as university tutors to support literacy and numeracy
- closely monitor student attendance to transition students back into regular attendance at school
- providing professional development for whole staff on: (1) Teaching for Conceptual Understanding and (2) Questioning and High Impact Instruction
- providing an additional language arts class every second day for our Level 1 and Level 2 English Language Learners

Success will be measured through a variety of means including, previous years progress report marks, reading levels, teacher generated marks, Division HLAT results, PAT results, school attendance reports, Division Survey Results and the Provincial Assurance Survey.

Results Achieved:

We will build an outstanding learning opportunity for all students.

CAT 4 Results- Students in Grade 7 and 9 were above Stanine 4 and above 80% in Reading, Math and Math computation, demonstrating improvement from the fall to the spring.

Students in grade 8 were above 80% in math and math calculations from fall to spring. However, the data shows that students struggled with the reading portion of the assessment, with declining scores from 78% to 68%. In reflection, staff communicated that significant absenteeism and behaviour challenges within the group likely impacted their overall student achievement. Although interventions strategies in attendance and support were implemented, staff struggled with the group.

Student reading levels show that 85% of Grade 7's are reading At or above grade level, with 14.9 % below grade level; Grade 8 students, 77.4% are reading at or above grade level, with 22.6% below grade level. 80.6% of grade 9 students are reading at or above grade level, and 18.9% are reading below.

TD Baker's HLAT data show that 665 students wrote the assessment, and 358 were at or above grade level. 252 students were below grade level with similar numbers between Grades 7-9, on average 84 students per grade. A total of 28 students from Interactions, Connections and Opportunity were exempt from writing the assessment.

Considering the data, 30 min, five days a week as committed to intervention during DAWG block. DAWG block focused on literacy and numeracy; Day 1 was literacy, and Day 2 focused on numeracy. Students not assigned to pull-out intervention read silently on Day 1 and practiced Mad Minutes on Day 2. Approximately 30 students received pull-out support focused on reading strategies and writing skills. During math intervention, about 67 students received math pullouts over the year focused, while the remainder of the student worked on math minutes. In addition, ELL level 1 and 2 students were assigned to a smaller homeroom where more intentional literacy and numeracy skills were addressed. In addition to ELL students, students who were coded and required more support, smaller class sizes and adaptation to their program were assigned to these smaller classes. These classes also received an additional LA period a week.

During a survey to staff and students regarding DAWG block and its overall effectiveness and impact, staff indicated that they liked the silent reading and mad minutes practices and the time was regulating for both them and the students. However, they also stated that many kids didn't read or complete the mad minutes, and that they frequently reminded students to bring a book or complete an activity. In addition, Language Arts and Math teachers felt the weight of the planning and felt this was not equitable. On the other hand, students stated that they didn't believe that the time was well spent and requested change to include completing assignments, studying for exams or receiving support in Social and Science. Students also indicated that DAWG block should include time to learn and focus on mental health. Other activities and practices that focused on building outstanding learning opportunities for students included the following:

- Students could participate in a project to complete reading badges, and classroom libraries were replenished.
- A focus on skills to effectively analyze visual literacy
- Peer tutors from Old Scona and U of A were available
- Three EA's through a successful Jordan's Principle grant supported individual and small groups of students.

We will advance actions towards anti-racism and reconciliation by:

- working weekly with our Indigenous Liaison to support our First Nations, Metis and Inuit staff and students
- weekly access to a mental health therapist, Boys and Girls Club Big Brothers Big Sisters of Edmonton Area (BGCBigS) and a youth support worker
- actively pursue acts of reconciliation for staff and students: (i.e. weekly sharing circles, monthly Sacred Teachings, a variety of Indigenous field trips and presentations, Orange Shirt Day, Metis Week, increased diverse literature in the library, National Day for Truth, and Reconciliation)
- school-wide recognition of various cultural and religious celebrations as identified by the Multi-Faith Calendar
- school-wide presentations and celebrations of the major cultures within our school community (demographics)
- monitoring attendance of our at risk students
- displaying the notable achievements of the diverse population in our school
- increasing the percentage of students feeling the adults in the building care about them (78%, 2021-2022, (Assurance Survey)
- providing professional development for staff around reconciliation, anti-racism and diversity to better support students in the classroom

Success will be measured through a variety of means including completion of the Professional Development in-services, completion of cultural events, Division Survey Results, School surveys of students and staff, and the Assurance Survey.

Results Achieved:

Advance action towards anti-racism and reconciliation

At TD Baker School, we are honoured to work closely with an Indigenous Liason one day a week to teach Indigenous perspectives to support First Nations, Metis and Inuit staff and students. All students participate in monthly learning of the 7 Grandfather Teachings; in addition, students are invited to attend weekly sharing circles. In addition, students recognized Metis Week and participated in numerous Indigenous field trips and presentations. In addition, we added diverse literature to the library.

Fortunately, our school received support from community partners, including a mental health therapist from Way In, Boys and Girls Club Big Brothers Big Sisters of Edmonton and YMCA youth Support Workers. We honoured and celebrated various cultural and religious celebrations as identified by the multi-faith calendar and in alignment with the cultures as part of our school demographic.

Attendance tracking included phone calls, attendance letters, family meetings, and connecting families to mental health and social work consultants. Some students were assigned to work with our Reach Out teachers to support their transition back to school if absenteeism is chronic.

According to the Division Feedback survey, 69% of students felt they were doing well at school. 93% of students feel like they are successful at school, and 74% feel they are encouraged to try their best. Only 56% of students felt that the school knew them as a person, 71% felt like they belonged, and 65% felt that adults at school cared about them. These numbers indicate that many of our students are not feeling seen and heard in our school, leading us to be more intentional about building relationships and community.

Further data supports the impact of our work on Anti- Racism and Reconciliation. 85% of students believe that the school takes action to support Truth and Reconciliation, and 88% of students are aware that the school is working towards anti-racism and belonging.

What were the biggest challenges encountered in 2022-2023?

During the spring of 2022, TD Baker School, staff, students and the community were significantly impacted by a fire at the school, causing damage to a large section of the building. School start-up in September was disrupted by learning spaces not being fully ready for kids, forcing large groups of students to learn in the gymnasium, amphitheater and library. This was difficult for both teachers and students to navigate.

In addition, both students and staff were struggling with school returning to "normal" post-Covid. Staff and students found adjusting challenging, and resilience was low for all. As a result, there was significant absenteeism and medical leave for staff. Student absenteeism was high, and requests for mental health support were prevalent, with many students challenged by anxiety, social isolation and engagement.

We still see learning loss in our students and are challenged with meeting the diverse needs of our students with less resources and support than we had in previous

budgets. We continue to see that students are struggling with stamina and self-management with academic skills and habits. We see students struggling with conflict resolution, and we frequently navigate social media situations which inflame conflicts and cause harm. We need to continue to work as a community with students, staff, and parents working together to mentor students around respectful dialogue and conflict management.

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

To support diverse students' needs, we will continue to build our capacity for differentiation, high-impact teaching strategies and implementing universal design for learning in all classrooms. We will use R2 resilience resources in DAWG block on Mondays to support student resilience and social-emotional wellness. To support conflict resolution, we work with students to advocate for themselves by using their voice, to be accountable for their choices and to consider their decisions' impact on the broader school community.

To support anti-racism and Truth and Reconciliation, we will hold monthly assemblies or homeroom meetings to build Diversity and Indigenous foundational understanding. We have reviewed student and staff survey data regarding intervention/DAWG block and have adjusted the plan to meet all needs better. DAWG block is structured to include health and catch-up time for assignments, studying, and all four core subjects. Pull-out intervention occurs during this time to support students who need additional instruction.. We have also reviewed our school routines and expectations and are trialling a different approach to our cell phone policy; most of our expectations will be the same next year, and we will continue to build staff clarity and consistency for student consistency and cooperation.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7570 T D Baker School

Assurance Domain	Measure	T D 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	88.4	83.2	83.2	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	85.7	77.3	78.7	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	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	69.9	63.6*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	27.1	25.2*	n/a	16.0	17.7	n/a	Very High	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	88.5	83.6	86.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	81.1	81.1	84.7	86.1	86.1	n/a	Improved Significantly	n/a
	Access to Supports and Services	85.5	82.5	82.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.9	71.4	77.3	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

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, 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

Goal 1. Build on outstanding learning opportunities for all students.

TD Baker values and promotes a culture of belonging and togetherness. We focus on intentional connection to ensure all students are seen and heard. We are responsive and supportive, helping students grow academically. By June 2024, all students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. We will provide outstanding learning opportunities for all students.

- Our monthly subject-team collaboration will reflect on student data and learning needs and will explore high-impact teaching strategies to target high-impact outcomes. We will track student data and adapt instruction and assessment to support diverse learner needs.
- Our targeted supports include DAWG block daily intervention with pullout support for all four core subjects, a smaller EAL classroom at grade 7
- DAWG block includes all four subject areas and an intervention plan for each subject. One day a week, students will receive health and wellness lessons or mini lessons to reflect on our work on Priority Two.
- Professional learning focuses on differentiation and scaffolding at staff collaboration and professional learning days.
- Engage parents as partners through events(Grade 7 orientation, Meet the Staff, emails, phone calls, Google Classroom, Individual Student Reports, Progress Reports and conferences.
- Attendance letters to notify and encourage parents, students and staff to work together to improve lates and absences.

What data will you use to track continuous improvement?

Measures Growth in student achievement data (PATs, CAT-4, GLP, HLAT, Reading Levels) Alberta Assurance Survey - Student & Staff Results over 80% in Student Engagement, Education Quality, Lifelong Learning, and School Improvement. Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 1 topics

Division Priority 1

Advance action towards anti-racism and reconciliation.

- Whole staff collaborative conversations will focus on anti-racism and Indigenous understandings, including sessions with Diversity consultants. These sessions will focus on allyship and responding to racialized situations.
- To support anti-racism and Truth and Reconciliation, we will hold monthly Google Meet assemblies to build Diversity and Indigenous foundational understanding.
- Monthly indigenous lessons built into DAWG block
- Creation of "lodges" by mixing students' cross-graded and structuring events and activities around the 7 Grandfather teachings.
- Indigenous Liason one day a week to support students, host sharing circles, and share indigenous teachings and perspectives.
- Sharing Circles for staff led by an Indigenous consultant focus on "unlearning" and "reframing" thinking.
- Wagner Catchment Anti-Racism and Equity work- lead teacher to deliver targeted lessons to staff to build capacity. Teachers will then share those lessons with students during intervention block. Topics included are : creating safe space, let's talk about racism, anti-racism, microaggressions, bias, intersectionality and allyship.

We are one of 10 schools participating in the Schools That Listen PL series with BAM staff; this will include engaging students in social innovation labs and building capacity to create intellectual & physical safety for students and staff to action ideas that are responsive to the community's needs advance actions towards anti-racism and reconciliation.

What data will you use to track continuous improvement?

Measures: Anecdotal feedback from students and staff through surveys and discussions Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring. Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 2 topics.

- Promote a comprehensive approach to student and staff well-being and mental health.
- Monday’s Health Day in DAWG block- engage students in conversations and activities around well-being.
 - We will engage students in safety, kindness, and well-being on their devices and on social media. Student voice and problem-solving will be promoted. A Guest Speaker in November will launch this “Social Media Conversation.” School-wide spirit activities and events, organized through student leadership, will foster community and belonging.
 - Athletic and extracurricular clubs will engage and empower students.
 - We will have frequent, collaborative conversations to determine the following steps to support struggling students. High expectations for student conduct will be clearly and consistently reinforced, and we will continue to respond to diverse student needs through a progressive, solution-focused, restorative justice, collaborative approach, engaging parents, Division resources, our Specialized Learning Support Team, and community resources.
 - Staff lead roles and Leadership Huddles will help us to support our school goals, teamwork, and well-being. We will plan staff wellness strategies.
 - Community partnerships will connect students with mental health support (Big Brothers Big Sisters, YMCA and SACE- Wiseguyz

What data will you use to track continuous improvement?

Measures: Anecdotal feedback from students and staff Alberta Assurance Survey - Student & Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring Division Feedback Survey - Student, Family & Staff Results over 80% on Priority 3 topics

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,484,917		4,384,106
Internal Revenue		68,252		68,252
REVENUE TOTAL		4,553,169		4,452,358
Classroom	27.838000	2,997,400	27.929000	3,007,199
Leadership	3.000000	405,063	3.000000	404,187
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	87,862	.000000	64,000
TOTAL TEACHER	30.837999	3,490,325	30.929001	3,475,386
(% of Budget)		76.66%		78.06%
Exempt	1.000000	91,003	1.000000	91,003
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.700000	433,148	7.000000	451,024
Support (Supply/OT)	.000000	4,000	.000000	3,500
Custodial	3.688000	258,577	3.688000	258,577
Custodial (Supply/OT)	.000000	6,500	.000000	4,500
TOTAL NON-TEACHER	11.388000	793,228	11.688000	808,604
(% of Budget)		17.42%		18.16%
TOTAL STAFF	42.225999	4,283,553	42.617001	4,283,990
(% of Budget)		94.08%		96.22%
SUPPLIES, EQUIPMENT AND SERVICES		170,996		112,228
INTERNAL SERVICES		97,870		56,140
OTHER INTEREST AND CHARGES		750		0
TOTAL SES		269,616		168,368
(% of Budget)		5.92%		3.78%
TOTAL AMOUNT BUDGETED		4,553,169		4,452,358
Carry Forward Included		0		0
Carry Forward to Future		0		0