

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	645.000	Custodial	3.688000	Salaries	\$4,314,943	95.03%
Weighted	797.630	Exempt	1.000000	Supplies, Equip., Services	\$225,744	04.97%
Regular	645	Support	7.000000			
		Teacher	<u>30.929000</u>			
Year Opened	1991	Total	42.617000	Total	\$4,540,687	100.00%
				Internal Revenue	\$69,123	

School Philosophy

T.D. Baker school community thrives on the principles of diversity and inclusion. Every student brings unique perspectives and strengths to our learning environment, and we honor and celebrate these differences. Embracing diversity enriches our experiences and helps us grow into thoughtful, compassionate individuals. Kindness and doing what’s right are at the heart of our values. We encourage all our students to practice kindness in their interactions and to stand up for what is right, even when challenging. Doing so can create a supportive and respectful environment where everyone feels valued and empowered.

At T.D. Baker, we are committed to academic rigour. Our dedicated teachers strive to provide engaging and challenging coursework to help you reach your full potential. We celebrate every milestone and achievement and are here to support students in achieving their goals. We work with our colleagues, students, 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 youth. Building a healthy and respectful school community that celebrates belonging and individual uniqueness, we welcome various external agency supports to assist us in meeting the needs of our community. In southeast Mill Woods, T.D. Baker enrolls diverse 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. T.D. Baker school students have W.P. Wagner as the designated high school.

Programs and Organization

T.D. Baker School is intentional about offering academic programming, athletics, clubs and extracurricular activities to meet the needs of today’s youth. Building a healthy and respectful school community that celebrates belonging and individual uniqueness, 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 diverse 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. T.D. Baker school students have W.P. Wagner as our designated high school.

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 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).

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.

Results Achieved: Subject teams collaborated to create common assessments and differentiated learning activities to meet all learners where they are. Staff participated in professional learning on strategies to differentiate for junior high learners and a shared understanding of reporting and communicating accurate grade level of programming for students working below grade level. CAT 4 Math results showed that 20% of Grade 9's and 16% of Grade 8's are below stanine 4. Grade 7 showed a 10% improvement in total math scores, with 80% of all students above stanine 4.

High-impact teaching strategies will continue, with the ELA team utilizing mentor texts to teach intentional and specific writing strategies to build effective written communication skills. HLAT data suggests we've seen a 51% increase in students' "AT/Above" achievement since 2022-2023, and we are encouraging more students to write and exempting fewer from writing the assessment. In 2023/2024, 61.5% of students scored AT/Above. A focus on literacy and building strong readers will exist in all subject areas.

CAT 4 reading data shows that 10% of Grade 7 students read below Stanine 4. Grade 8 student data showed a decrease of 10% between fall and spring, with 28% of students below Stanine 4. Grade 9 student data shows a 13% decline from fall to spring, with 35% scoring below Stanine 4.

Observation of students during PATs, particularly the Language Arts and Social exam, showed that students struggled with "endurance" while challenging the exam and struggled to focus when the complexity of the text was demanding. Division Reading Level Data compared to CAT 4 data from the spring were comparable, with an average of 25% of students reading below grade level.

Conversations with staff about the variance between course-awarded marks and the PAT raw scores led to questions about classroom assessment practices. Professional learning focuses on differentiation, building quality assessments, and creating progress report statements aligned to outcomes during staff collaboration and professional learning days. After staff conversation and surveying staff and students, we are dissolving the DAWG block intervention time as it did not impact student achievement as desired. We are moving towards specific targeted support for individual students reading below grade level or struggling with math computation and problem-solving. Our targeted supports include hiring a 1.0 FTE intervention teacher who will provide pullout support focusing on literacy and numeracy. In addition, this intervention time allows us to create a class of EAL level 1 and 2 students to focus on adapted programming and vocabulary acquisition.

We continue to 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 should be sent to notify and encourage parents, students, and staff to work together to improve lateness and absences. We are introducing the Good Standing policy to students and families to encourage regular attendance, academic success, and the building of community and school culture.

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.

Results Achieved:

- On the Division Feedback Survey, 54% of students reported that their school is where all students feel like they belong. In reflection, we acknowledge that at the time of the survey, we had seen an uptake in racialized incidents in both school and community, leaving students feeling "othered" and isolated. 87% of students reported that they are aware of the work my school is doing to support anti-racism and belonging in schools. 95% of students say they have been able to learn about Indigenous contributions and perspectives. On the Alberta Assurance Survey, 82.5% of students responded that TD Baker was a Welcoming, Caring, and Safe Learning Environment and 78.5% the area of Citizenship.
- Staff sessions focused on allyship, difficult conversations about race, and responding to racialized situations. Staff collaborations will provide a safe space for these conversations and encourage staff to challenge their beliefs and biases.
- Our monthly diversity presentations have effectively shared information and learned about important dates and celebrations from the multi-faith calendar. They have provided learning opportunities about truth and reconciliation. We plan to continue sharing Diversity presentations during our Health blocks. Our Indigenous Liaison will develop lessons, run sharing circles, and organize activities that promote continued learning of Indigenous culture and perspectives.
- Lodge groupings were successful, although we did have challenges finding time for the groups to get together consistently. Lodges allowed students in different grades and homerooms to meet one another, which positively contributed to a positive school culture. We celebrated our Lodge work with two pep rallies, charity fundraisers, and lessons on the grandfather teachings. We are committed to our work with Lodges as a means to increase engagement and build an inclusive, healthy, and welcoming school community.
- Sharing Circles for both staff and students occurred last year. Staff sharing Circles, led by an Indigenous consultant, focused on "unlearning" and "reframing" thinking. This was pivotal for our staff as it was the first opportunity to share our commitment to honoring Truth and Reconciliation. Student sharing circles were open to all students and ran consistently for the year's second half. They will continue weekly during the 2024/2025 school year.
- Wagner Catchment Anti-Racism project has been a critical piece of our schools' work. Teachers received direct instruction from lead teachers in preparation for sharing the lesson with students. Comfort levels varied for each staff member; some were very confident and were eager to teach the classes, while others were unsure and requested support from the admin or the lead teachers. Teachers were on their anti-racism journey, and each individual needed to be respected and permitted to learn at their own pace. Learning will continue as we move into the third year of the project.
- Unfortunately, we could not carry out our commitment to the Schools That Listen PL series due to supply shortages and the complexity of student regulation and conflict resolution at school. We are committed to engaging in conversations with groups of students to gather feedback about the issues within the student body and in school-wide decisions.

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- Wiseguys)

Results Achieved:

- DAWG block did not work out as desired as an academic intervention block but was effective as a consistent daily block of time that could be used for speakers and presentations on Mental Health topics. Some topics/speakers included: Social Media presentation -Jo Outloud, Vaping, MADD, Sex Education hosted by the Sexual Health Center, SACE Wiseguys group, Elizabeth Fry girls group on Body Image, Anxiety, and Social Media. In addition, we hosted grade-level assemblies to talk with students about racialized language, discrimination, resilience and moving forward positively when incidents occur at school or in our community. Other supports for students included a Child and Youth Support worker from Grant MacEwan who was with us 2 days a week for three months supporting 12 students, a YMCA weekly support worker, an AHS addictions counsellor who supported one student and a Social Work consultant and Mental Health Therapist who supported students through Specialized Learning Supports.
- Our staff was generous with their time and ran many extracurricular activities, clubs and sports teams.
- Our staff talked about supporting students in a solution-focused and collaborative approach. We intentionally built relationships with parents and included them in problem-solving and resolutions when managing student conduct issues.
- Leadership Huddles were an effective way to share information with staff, gather feedback about school processes, plan wellness activities, and build teamwork. This year, we will continue with Leadership Huddles and invite all staff to attend and share their voices.

What were the biggest challenges encountered in 2023-2024?

- Mental health challenges and limited access to school-based supports, including mental health therapists or social work
- Racial tensions in our school and community led to conflict and required significant school support and restorative practices
- Social media issues leading to in-school issues requiring significant school support to investigate and problem-solve
- Students struggling with poor executive function and self-management skills
- Student attendance and lateness continued to be problematic even with attendance calls, letters, in-person meetings and attendance board referrals
- Encouraging students to get involved with activities that enhance positive school culture

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

Academic growth: We will continue to build strong staff teams through collaboration that reflects on current practice and makes required changes to meet the needs of our diverse learners. Professional learning will focus on differentiation and assessment practices, including recording, reporting, and communicating student achievement.

Revisiting complimentary classes: Based on feedback from staff and students, staff have reimaged and selected passion projects to offer as complimentary classes for students.

Anti-Racism and Truth and Reconciliation- We will continue our plans with the Anti-Racism Equity and Reconciliation work with the catchment. We will build teacher capacity through specific anti-racism lessons shared with students. Student ambassadors will participate in the summits, sharing their voices and learning with one another. We hope these experiences will continue to bring about positive experiences and confidence in their journey to anti-racism. We hope to create more opportunities to share what we learn with parents. Lodge activities and teachers from our Indigenous Liaison will contribute to understanding the Indigenous perspective.

Extracurricular Opportunities—We plan to expand extracurricular opportunities for students, including school-wide culture-building activities, sports, and clubs.

Supports for Students- Increased intervention time for struggling learners and creating an EAL class.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	88.6	88.4	85.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.5	85.7	81.5	79.4	80.3	80.9	High	Maintained	Good
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	66.9	69.9	69.9	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	17.9	27.1	27.1	15.4	15.5	15.5	Intermediate	Declined Significantly	Issue
	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	89.4	88.5	86.0	87.6	88.1	88.6	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.5	88.9	85.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	77.8	85.5	84.0	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	80.4	75.9	73.6	79.5	79.1	78.9	High	Maintained	Good

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

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 2025, students at our school will demonstrate growth in all core subjects, focusing on reading comprehension, developing organization and content as writers, and improving math skills.

Achievement of this goal will be supported by:

- Subject team conversations around assessment (targeting outcomes), differentiation, reporting, communicating to students and parents and feedback
- Targeted Literacy PL on the teaching of Reading
- Continued PL around differentiation and universal supports that are beneficial for all learners
- Parent communication strategies, including email, phone calls, school zone posts, and Google Classroom
- 1.0 FTE Intervention teacher to provide additional literacy and numeracy programming for EAL programming for students at Level 1 and 2 Benchmarks
- Intervention for students requiring additional literacy and numeracy support
- Creation of an academic support room - The teacher supervises multiple blocks weekly, and students can complete assignments or assessments.
- Intervention in Numeracy- Math @ Lunch twice a week and
- Jordan's Principle Grant Application = full-time teacher supporting First Nations students
- High expectations for students to contribute to positive and productive learning environments are supported through progressive discipline and coaching,
- Introducing a Good Standing policy for all students to target attendance and commitment to building a healthy and engaged school culture.
- Weekly library visits during Language Arts

What data will you use to track continuous improvement?

Measures of growth: Provincial Achievement Tests, CAT4, GLP, Course awarded marks and Division Reading Levels. Other measures will include the Alberta Assurance Survey including Staff and Student Responses over 80% in the areas of Learning Engagement, Education Quality, and School . Responses from the Division Feedback Survey from all stakeholders results over 80% on Priority 1 topics.

Division Priority 2

By June 2025, students and staff will participate in learning to deepen understanding and encourage conversations that support advancing actions toward anti-racism and reconciliation. As a result of these learning opportunities, students and staff will feel more confident and have an increased sense of belonging.

Achievement of this goal will be supported by:

- Continued catchment and school professional learning in the areas of Anti -Racism and Reconciliation and targeted student lessons
- Intentional teaching of lessons on Anti-Racism and Reconciliation to staff led by two lead teachers
- Monthly Diversity presentations delivered in health
- Weekly teachings of Indigenous perspectives and learning with Indigenous Liaison
- Weekly sharing circles
- Teepee teachings to all grade 7's in the fall
- Students participating in Journey to Anti-Racism four catchment symposiums
- Lodge groupings based on the Seven Sacred Teachings will continue to meet for teaching and culture-building activities. Lodge groups will work on the creation of Land Acknowledgement this year

What data will you use to track continuous improvement?

Anecdotal feedback from students and staff through surveys and discussions. Responses from the Alberta Assurance Survey staff and Student results over 80% in Citizenship, welcoming environments, and Safe and Caring. Division Feedback Survey staff, family and student results over 80% on Priority 2 topics.

Division Priority 3

By June 2025, students at our school will feel a stronger sense of connection and belonging to the school community. Emphasis on teamwork and collaboration will impact staff's feeling of togetherness and empower them to contribute to a welcoming, safe, inclusive and equitable learning environment.

Achievement of this goal will be supported by:

- The health year plan incorporates Dr. Unger's resiliency work on rugged and resourced factors.
- Monthly diversity lessons
- Small grade-level conversations with students to discuss topics of student concern, gather feedback and student voice to be included in school-wide decisions
- Athletics, Extracurricular Clubs, and Enrichment Field Trips
- School-Wide Spirit and Student Leadership Activities
- Staff shared leadership and Leadership Huddles
- Community Events (Gr 7 Orientation, Meet the Staff, Gr 9 Farewell, Awards Ceremony Fine Arts Showcase)
- Community Partnerships- Argyll Reach Out, YMCA Youth Support Workers, Big Brothers Big Sisters, SACE-Wise Guyz program, Elizabeth Frye Society and EISA settlement worker
- Psychology student from Concordia to work with our program students.
- Late/endance Interventions through Good Standing Policy, attendance letters and attendance plans made with families.
- 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.

What data will you use to track continuous improvement?

Measures include: Anecdotal feedback from students and staff Alberta Assurance Survey responses for Students and Staff Results over 80% in Citizenship, Welcoming Environments, and Safe and Caring. Division Feedback Survey responses staff, Family and Staff results over 80% on Priority 3 topics.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,299,143		4,471,564
Internal Revenue		69,123		69,123
REVENUE TOTAL		4,368,266		4,540,687
Classroom	26.500000	2,863,935	27.929000	3,018,371
Leadership	3.000000	405,088	3.000000	406,604
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	70,000	.000000	70,000
TOTAL TEACHER	29.500000	3,339,023	30.929001	3,494,975
(% of Budget)		76.44%		76.97%
Exempt	1.000000	92,165	1.000000	92,165
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.600000	492,513	7.000000	459,180
Support (Supply/OT)	.000000	3,500	.000000	3,000
Custodial	3.688000	261,623	3.688000	261,623
Custodial (Supply/OT)	.000000	4,500	.000000	4,000
TOTAL NON-TEACHER	12.288000	854,301	11.688000	819,968
(% of Budget)		19.56%		18.06%
TOTAL STAFF	41.788000	4,193,324	42.617001	4,314,943
(% of Budget)		96%		95.03%
SUPPLIES, EQUIPMENT AND SERVICES		104,847		128,044
INTERNAL SERVICES		70,095		97,700
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		174,942		225,744
(% of Budget)		4%		4.97%
TOTAL AMOUNT BUDGETED		4,368,266		4,540,687