



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	400.000	Custodial	2.625000	Salaries	\$2,843,571	95%
Weighted	453.908	Exempt	0.000000	Supplies, Equip., Services	\$134,080	05%
Regular	433	Support	8.000000			
		Teacher	<u>20.086000</u>			
Year Opened	1980	Total	30.711000	Total	\$2,977,651	100%

School Philosophy

Baturyn School is a community of learners who empower each other to be successful leaders in society. Baturyn promotes the intellectual, social, emotional, physical and cultural development of each student in a safe and supportive environment conducive to learning. We believe that every child can learn; every child needs to feel good about themselves and experience success; each child is an unique individual having different strengths and needs; everyone must be treated with respect; every child must learn to take responsibility for his/her own learning and behaviour; and learning is a life-long process. Students, staff, parents and the community communicate with each other and work as a team.

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 support and enhance student learning opportunities 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:

Alberta Reads Network (Wee Read), Boston Pizza, Edmonton Immigrant Services Association, Edmonton Police Service, Little Einsteins Daycare (Kidco Out of School Care, Study Buddy, University of Alberta

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

Results Achieved:

North Central Catchment Schools (NCCS), in the middle of a pandemic, aimed to keep literacy and numeracy the main focus.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. In June 2020, 50% of the catchment's students were reading at or above grade level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions which included Reading Recovery, LLI, MYLI, and targeted ELL support. At the high school level, the lack of diploma exam data for our COVID impacted years takes away a traditional growth measure, but it is significant to note that our three year high school completion rate improved by over 10% (58.2% - 68.8%).

WRITING: Over the past 6 years, we have seen that our students struggle to meet grade level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of reading.

MATH: 25 staff were involved in NCCS Math Cohort work (including Pre K-12 lead teachers, Catchment Coordinator, Principals and APs) for the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations & Place Value. 60% of staff who participated in a survey felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching math. MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of writing.

In looking at school results for Baturyn, 57.8% of students are reading at or above grade level. Of all students at Baturyn, 70.4% experienced one year or more growth in reading whether they were above/at or below grade level. With COVID restrictions, reading interventions were limited but of the students in grades 2-3 who were able to receive Leveled Literacy Intervention all showed growth in their reading comprehension and fluency by 3 to 6 reading levels (based on the Fountas and Pinnell benchmarks). Looking at MIPI and HLAT results through COVID disruptions, 50.5% of students are at or above grade level expectations in HLAT writing and 59.1% of students achieved at or above 60% on the MIPI. Literacy and Numeracy will continue to be areas of focus for the coming year.

By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans. (Priority 2)

Results Achieved:

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to Inquiry-Based Professional Growth Plans. We conducted our NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21)

We learned there was a 10% increase from the 2019-20 school year in the percentage of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IBPGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students, demonstrates the adaptability of the IBPGP to address emergent and pressing issues in NCCS classrooms. Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. During monthly collaboration meetings, staff were able to remain connected to problem solve, share ideas and they indicated that they felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

Highlights of the survey results indicated:

- 84% of staff agreed or strongly agreed that the IBPGP helped them meet their professional learning goals, an increase of 10% from results in 2019-2020
- 78% agreed that their IBPGP was a living document that evolved through the year, an increase of 15% from results in 2019-2020
- NCCS staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years)
 - 45% of staff indicated they are reflecting on their progress monthly or more frequently
 - 35% of staff indicated they are measuring progress towards meeting their goals monthly
- 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
- 92% of staff felt it impacted their professional learning

At Baturyn School, staff received additional professional development learning as lead teachers who subsequently brought their learning back to staff on topics such as First Nations, Metis and Inuit learning, Technology, Writer's Workshop, Assessment for Special Needs and Numeracy. In looking at results from the Provincial Assurance Measures 92.2% of Baturyn teachers who responded indicated that they were satisfied with the professional learning from the school authority and felt it was focused, systemic and contributed significantly to their ongoing professional growth. With the pandemic and pivoting back and forth between online and in person learning, each lead teacher took on a greater leadership role in supporting staff, students and families. The professional development opportunities and the collaborative work in Baturyn School and within the NCCS were instrumental during this ongoing global pandemic.

By June 2021 Baturyn School will have a targeted focus on Parental Involvement. Staff will continue to engage and increase parent involvement to support the teaching and learning and re-establish a sense of community after emergency online learning and with our current online learners. Success will be measured by the Accountability Pillar, Division Feedback Survey and internal school measures. (Priority 3)

Results Achieved:

Throughout the global pandemic we strive to continue with many of our initiatives so parents and online students feel a connection to the school and staff. In looking at results from the Provincial Assurance Measures 82.8% of respondents indicated that they were satisfied with parental involvement in decisions about their child's education. This is an increase of 5.1% from 2020. In looking at the Division Survey Results for Baturyn school 88% of families strongly agreed or agreed that they received enough information from the school informing them of their child's progress and 94% of families strongly agreed or agreed that they had opportunities to communicate with their child's teacher(s). There was an increase of parent/guardian attendance at Goal Sharing Conferences, Celebrations of Learning, IPP meetings and individual parent conferences which might be attributed to these meetings being held virtually this past year. All teachers created a home-school communication plan and staff made a concerted effort to contact all parents encouraging them to attend virtual conferences and meetings. Over 95% of parents connected with staff during conferences either by telephone or through google meets. The use of SchoolZone and Google Classroom was also emphasized for parents as a home-school communication tool. Home-school communication with the parents of our ELL students was facilitated regularly by either an Arabic or Vietnamese speaking staff member or the use of a Multicultural Interpreter. For families that chose online learning and didn't have a Baturyn teacher we wanted to ensure that they had an opportunity to still feel connected to the school so we established a separate google classroom where online students/families could participate in school contests, school virtual assemblies and events.

What were the biggest challenges encountered in 2020/21?

- COVID-19
- housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools
- supporting the complex mental health needs of students and families
- supportive positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to online learning multiple times throughout the year
- lack of available staff due to illness
- keeping track and connecting with the number of online teachers within the Division that had Baturyn students in their classrooms

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

NCCS Staff Math Survey: Of note, out of the 192 responses, while not unique but still seen as a challenge, 36.1% of our teachers have less than 5 years experience teaching math. One of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom.

What are the implications from 2020/21 that will impact your current year plan?

- Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
- CAT-4 data will be used to direct programming
- Federal funding to provide additional supports are unavailable for the 2021-2022 school year
- The new funding model from the Government of Alberta significantly limits the flexibility for supports and programming
- Government of Alberta "Learning Loss Program" will direct interventions
- Common data collection among NCCS schools
- Resilience work with Dr. Michael Ungar
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP
- Division-wide re-entry plan that addressed specifics as well as our individual school plans
- Re-Establishing a sense of school community with our students, families, and partners
- Taking care of the staff
- Staggered Entry for some schools
- Ensuring that students feel safe at school
- Build our catchment knowledge and awareness of how to end systemic racism in our schools

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Baturyn School (7247)



Assurance Domain	Measure	Baturyn School (7247)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.3	93.8	89.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	81.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.9	92.0	92.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.4	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.8	77.7	85.2	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2022, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by regular monitoring of each child's progress and shared assessment measures. In recognition of our population of students with First Nations, Metis and Inuit heritage, as well as our English 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. (Priority 1)

Priority 1

By June 2022, collaboration and job-embedded professional learning will enhance high-quality teaching and learning practices as measured by internal measures and Inquiry-Based Professional Growth Plans. Areas of emphasis include literacy, numeracy, diversity, assessment, mental health, technology and leadership development. (Priority 2)

Priority 2

By June 2022, Baturyn students will demonstrate growth in the areas of Safe and Caring and Citizenship as measured by the Provincial Assurance Survey, the Division Feedback Survey and internal school measures. A whole school approach to leadership will include continued initiatives such as monthly student led virtual assemblies, explicit instruction of the 7 Habits based on the Leader in Me, global citizenship endeavors that focus on local and national issues, and school/class projects encouraging positive mental health such as: self esteem, social skills training and conflict resolution. Our school will continue to promote inclusion of all cultures within Baturyn by celebrating and acknowledging our diversity including our population of students/families/staff with First Nations, Metis and Inuit heritage. (Priority 2,3)

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,888,648		2,977,651
Internal Revenue		0		0
REVENUE TOTAL		2,888,648		2,977,651
Classroom	18.076000	1,858,791	18.786000	1,931,802
Leadership	1.500000	201,713	1.300000	181,586
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	53,110	.000000	39,610
TOTAL TEACHER	19.576000	2,113,614	20.085999	2,152,998
(% of Budget)		73.17%		72.31%
Exempt (Hourly/OT)	.000000	34,000	.000000	34,000
Support	6.500000	373,047	8.000000	458,570
Support (Supply/OT)	.000000	18,000	.000000	15,000
Custodial	2.625000	176,003	2.625000	176,003
Custodial (Supply/OT)	.000000	8,000	.000000	7,000
TOTAL NON-TEACHER	9.125000	609,050	10.625000	690,573
(% of Budget)		21.08%		23.19%
TOTAL STAFF	28.701000	2,722,664	30.710999	2,843,571
(% of Budget)		94.25%		95.5%
SUPPLIES, EQUIPMENT AND SERVICES		102,245		70,544
INTERNAL SERVICES		63,740		63,536
TOTAL SES		165,985		134,080
(% of Budget)		5.75%		4.5%
TOTAL AMOUNT BUDGETED		2,888,649		2,977,651
Carry Forward Included		0		0
Carry Forward to Future		0		0