



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.563000	Salaries	\$3,399,799	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$190,027	05%
Regular	0	Support	9.000000			
		Teacher	<u>23.781000</u>			
Year Opened	1993	Total	35.344000	Total	\$3,589,826	100%

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 joy in our work and the learning of our students

Community Profile

Velma E. Baker School is located in The Meadows, east of Mill Woods, with a community consisting of single family and multi-family dwellings. We are the designated school for families in the Larkspur and Wildrose communities and bus transportation services are provided for those families. We provide students in Kindergarten to Grade 6 with an inspiring, inclusive learning environment that understands that students learn in unique ways and welcomes diversity. Through our Character Education program, students become resilient, lifelong learners as they build connections to our school, our families 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 English Language Learners. Special needs students are integrated into our regular classrooms. Technology resources are used to support and enhance student achievement. Our Character Education program focuses on connecting each other through integrity, kindness, gratitude, peace, leadership and self-empowerment. We are committed to ensure that the health and wellness of staff and students are a priority.

School Community Relationships

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

Papa John's Pizza (Tamarack Location), Save On Foods, The Meadows Community League, Velma E. Baker School Parent Association

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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Through our Cornerstone Values, we will improve literacy and numeracy achievement.

At Velma E. Baker School, by June 2020, we will strengthen our work with teacher collaboration and the use of effective reading and writing strategies. We will access the expertise of our Literacy Team and District level consultants to support this collaboration. We will focus on using writing workshop strategies, discussing criteria, as well as, analyzing and implementing effective feedback to improve students' writing. We will identify and provide support to students who achieved less than 60% in the Math Intervention Programming Instrument (MIPI). We will use measures such as teacher awarded grade level of achievement, Provincial Achievement Tests, Highest Level of Achievement writing tests (HLAT), MIPI and other school identified measures to show growth.

Results Achieved:

Collaboration was a significant piece of the literacy work we did at Velma E. Baker School in 2019/20. Our literacy team grew through the year to include one third of the teaching staff. We completed three interim writing measures through the year. Grade level groups worked in teams to set goals for students. They planned and taught writer's workshop lessons based on these goals. This year was our first experience as a staff with Lucy Calkins Writer's Workshop. Materials were purchased for each grade level because of teacher interest and three staff participated in the 2020 summer institute. We engaged a Division consultant to support teacher learning and collaborated with neighbouring schools in literacy focused professional learning sessions. Teachers continued to make guided reading a priority in classrooms as well as when we switched to remote learning. Our whole school reading results indicate that 56.2% of students are reading at grade level. Our school results indicate that 81% of students demonstrated one year's growth in writing. The fall 2019 Math Intervention Programming Instrument (MIPI) indicated that 73.6% of students demonstrated understanding of 60% or better of the material. Students who achieved less than 60% on the MIPI were tracked and supported with classroom-based interventions through the year. School data indicates that 86% of students demonstrated one year's growth in math.

Provide welcoming, high quality learning and working environments.

Through our Cornerstone Values, we will provide welcoming, high-quality, learning and working environments.

At Velma E. Baker School, by June 2020, we will further develop our character education program. Through the use of the theme, "We Connect," students, staff and families will work together to foster our welcoming, caring, respectful and safe learning environment. We will be intentional in creating connectedness and a sense of belonging through activities, announcements and classroom messaging. We will provide students and staff additional leadership opportunities in our classrooms, school and community. We will begin implementing the L.E.A.D. (Linking the School, Energy in the Playground, All Play, and Dynamic Leaders) Recess program, which also provides students with opportunities to develop leadership skills and build community across grades. We will use measures such as the number of positive referrals, the Accountability Pillar and District Feedback Survey to show growth.

Results Achieved:

Our school theme of "We Connect" for the 2019/20 school year proved to be more significant than we ever imagined. When schools were shifted to emergency remote learning, the relationships and routines we had already established were key in keeping our school communicating and working together. From September to March, administration recognized students 652 times for their contributions to school wellness. We held monthly pizza lunches and recognized students on announcements weekly. Our school had a student leadership team that ran morning announcements, took videos to share and contributed at assemblies. We celebrated our cultures with Diwali,

multi-cultural day and Indigenous Peoples Day. Staff engaged in self-directed professional learning with catchment colleagues on PD days. During remote learning, we supported connection by hosting contests for students to share good deeds in the community, creating videos for families and hosting a scavenger hunt. We trained two staff members in the L.E.A.D. recess program but were not able to extend the work to students in the spring. The Accountability Pillar reports that 95.7% of students, staff and parents feel satisfied that students are learning the importance of caring for others. This is an increase of 1.7% over last year. 93.3% of staff, students and parents feel that our school has improved or stayed the same over the last three years. This is an increase of 5% over the previous results.

Enhance public education through communication, engagement and partnerships.

Through our Cornerstone Values, we will meaningfully engage families and other stakeholders.

At Velma E. Baker, by June 2020, we will further engage our families and foster effective communication between home and school. We will provide education and school events to support parents with effective literacy and numeracy practices at home. We will extend the partnership with Edmonton Immigrant Services Association and facilitate supports for parents by hosting computer classes and training for SchoolZone for our families through our settlement practitioner. Families will be invited to monthly school assemblies. We will track attendance at school events. We will continue to build our social media presence and raise awareness about our school through public events such as Night of Music. We will use our Twitter account, school sign, e-mail and other sources of communication to message families on a consistent basis. We will use measures such as the Accountability Pillar results regarding parent involvement and school improvement to show growth.

Results Achieved:

Velma E. Baker focused our efforts on multiple forms of communication with parents as well as creating a welcoming environment for families during the 2019-2020 school year. Staff took time at the beginning of the year to ensure parent email addresses were up to date. Some staff adopted new electronic means of communication and reported great success with parent communication. We hosted a before school event for families during Read-in week that had a cumulative total of 269 attendees. Administration sent bi-weekly emails to parents in addition to SchoolZone posts. At the beginning of the year, school assemblies hosted an average of 15 parents. By February, we had an average of 32 guests attending. We continue to acknowledge the partnership with Edmonton Immigrant Services Association as a significant support in connecting with our Hindi and Punjabi families. The switch to online learning presented difficulties with involving our families as we had planned. We had to cancel a literacy night and dramatically change the format of our grade six farewell. We did reach out to families and lent out over 100 chrome books to support students' learning at home. The Accountability Pillar parent involvement measure was at 88%.

What were the biggest challenges encountered in 2019/20?

- Time for collaboration, shared marking, literacy assessments and goal setting and the associated costs
- The ability to provide consistent literacy and numeracy intervention that addresses the needs of students
- Timely teacher training for technology to meet the needs of online learning
- Creating assessments that meet the needs of online learners
- Building community in the online environment
- Continuity of learning online

What was most important for your school community as you prepared for the 2020-2021 school year?

- Sharing expectations and ensuring that our school was preparing a safe and welcoming learning environment for staff and students
- Connecting with families and ensuring they were well informed to make learning choices
- Preparing the building and procuring supplies to be ready for a pandemic environment

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7280 Velma E. Baker School



Measure Category	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
Safe and Caring Schools	Safe and Caring	95.7	94.0	93.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.7	86.8	86.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.3	90.5	92.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	80.1	81.8	80.2	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	24.1	20.1	19.7	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.7	77.5	84.5	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	92.9	91.9	90.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.0	90.1	85.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.3	88.3	86.5	81.5	81.0	80.9	Very High	Improved	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 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).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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.

Through our Cornerstone Values, we will improve literacy and numeracy achievement.

At Velma E. Baker School, by June 2021, we will improve literacy through our work with teacher collaboration and the use of effective reading and writing strategies. We will focus on using writing workshop strategies with the Lucy Calkins writing program, discussing criteria, as well as, using effective feedback to improve students' writing. We will dedicate professional learning time and collaborate as teacher teams to analyze writing results and plan directed teaching strategies. We will improve numeracy by supporting teachers to implement "math talks" on a regular basis. We will identify and provide support to students who achieved less than 60% in the Math Intervention Programming Instrument (MIPI). We will use measures such as teacher awarded grade level of achievement, Provincial Achievement Tests, Highest Level of Achievement writing tests (HLAT), MIPI and other school identified measures to show growth.

Priority 1

Through our Cornerstone Values, we will provide welcoming, high-quality, learning and working environments.

At Velma E. Baker School, by June 2021, we will continue to refine our character education program. With the use of the theme, "Building Greatness Together," students, staff and families will work to foster our welcoming, caring, respectful and safe learning environment. We will be intentional in creating connectedness and a sense of belonging through activities, virtual assemblies, announcements and classroom messaging. We recognize the importance of connecting our online and in person classes as one school. We will provide leadership opportunities for students and staff in our classrooms, school and community. Connection and support for staff will be paramount in this pandemic year. We will be deliberate in considering the needs of staff and students. As a staff, we will be participating in professional learning focused on well-being. We will use measures such as the number of positive referrals, the Accountability Pillar, staff feedback and Division Surveys to show growth.

Priority 2

Through our Cornerstone Values, we will meaningfully engage families and other stakeholders.

At Velma E. Baker, by June 2021, we will engage our families and foster effective communication between home and school. We will provide parents with education and support to apply effective literacy and numeracy practices at home. We will build the partnership with Edmonton Immigrant Services Association and facilitate supports for parents by hosting virtual computer classes and training for SchoolZone for our families through our settlement practitioner. We will continue to reach out and involve our families in our school events even though they will not be in the building. We will involve students in creating and supporting these connections. We will continue to build our social media presence and raise awareness about our school through public events and connections in our community. We will use our Twitter account, school sign, e-mail and other sources of communication to message families on a consistent basis. We will use school-based and other measures such as the Accountability Pillar results regarding parent involvement and school improvement to show growth.

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		3,589,826		3,589,826
Internal Revenue		0		0
REVENUE TOTAL		3,589,826		3,589,826
Classroom	21.781000	2,238,891	21.781000	2,238,891
Leadership	2.000000	256,977	2.000000	256,977
Teacher Supply	.000000	100,000	.000000	100,000
TOTAL TEACHER	23.781000	2,595,868	23.781000	2,595,868
(% of Budget)		72.31%		72.31%
Exempt (Hourly/OT)	.000000	89,618	.000000	89,618
Support	9.000000	492,396	9.000000	492,396
Support (Supply/OT)	.000000	48,000	.000000	48,000
Custodial	2.563000	158,918	2.563000	158,918
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	11.563000	803,932	11.563000	803,932
(% of Budget)		22.39%		22.39%
TOTAL STAFF	35.344000	3,399,800	35.344000	3,399,800
(% of Budget)		94.71%		94.71%
Not Classified		0		0
SUPPLIES, EQUIPMENT AND SERVICES		100,534		100,534
INTERNAL SERVICES		89,493		89,493
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		190,027		190,027
(% of Budget)		5.29%		5.29%
TOTAL AMOUNT BUDGETED		3,589,827		3,589,827
Carry Forward Included		0		0
Carry Forward to Future		0		0