



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.688000	Salaries	\$4,423,496	88%
Weighted	0.000	Exempt	2.000000	Supplies, Equip., Services	\$584,048	12%
Regular	0	Support	7.785700			
		Teacher	<u>32.417000</u>			
Year Opened	1991	<b>Total</b>	<b>45.890700</b>	<b>Total</b>	<b>\$5,007,544</b>	100%
				Internal Revenue	\$64,731	

**School Philosophy**

We believe that T. D. Baker School is a safe and caring learning environment where high standards for student achievement and conduct are set and modeled. The culture of the school 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 the challenges of the future and become responsible and productive citizens.

**Our Vision:** Our goal at T. D. Baker School is to ensure all students are successful, one student at a time.

**Our Mission:** We work with our colleagues, our students, their families and our community partners, to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve to their full potential in an increasingly interdependent world.

**Community Profile**

T. D. Baker School has been designed and organized to meet the needs of today's adolescent learners. By combining a harmonious, welcoming learning environment with a variety of external agency supports we have created a school that meets students needs in a rapidly changing society. Located in south east 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. Students who attend TD Baker school have W.P. Wagner as our designated high school. This year we are offering online and in-person instruction. Parents will have four opportunities each year to move between online or in-person instruction. Two hundred eighty-nine students selected online learning for Quarter 1.

**Programs and Organization**

T. D. Baker is proud to offer diverse programming to meet the needs of our learners. This year we are also offering online or in-person instruction. The majority of our programming is the regular junior high program. We also offer enrichment programming through our Academic Challenge program. We provide congregated and inclusive programming for students in the following programs: Behaviour and Learning Assistance, Opportunity and Interactions. We believe that students and parents are our partners; therefore, we endeavour to foster and maximize 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 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.

When we actively engage our parents and community partners in their children's education, health and well-being, students will succeed and grow. We will continue to improve our partnerships with those supporting the diverse needs of our school community through specific communication strategies, increased engagement opportunities, and increasing supports for students. This will be accomplished by:

- continuing to engage our District's School Resource Officer (SRO) partnership with the Edmonton Police Service.
- continuing to engage our staff in mental health professional learning opportunities by our Way In Project partners.
- continuing to improve our support for students requiring an LSP through engaging parents/guardians in collaborative processes for input.
- providing parents more opportunities to engage in school-wide decision-making in and outside of our School Council meetings.

Success will be measured through sustaining or increasing satisfaction among various indicators found within our Accountability Pillar and District Feedback Surveys including Education Quality, Safe and Caring School, Parental Involvement and School Improvement. We will also consider parent engagement during the IPP process as an indicator.

**Results Achieved: We continued to use our School Resource Officer and staff from *The Way In* to work with students, staff and parents around issues that emerged at school and to create connections within the community. Both groups did presentations to classes around mental health strategies as well as some health-related concepts such as vaping, stress management and anxiety. We also had several partners come into our school to facilitate workshops that focused on anger management. WIZEGUYS, a group for boys with no father figure, was offered to help them connect to a positive male role model. We administered several surveys to our parent community to gather their feedback around the school policy such as cell phones, home to school communication, and availability of technology in the home. Additionally, we worked closely with our parents around Individual Program Plans to garner their input. Our overall indicators in the area of Educational Quality, as measured by the Accountability Pillar Survey, increased. Our Safe and Caring, Work Preparation, Citizenship, Parental Involvement and School Improvement indicators also increased. Due to Covid 19, no other measures were administered.**

We will increase our student achievement by:

- increasing the timeliness of our common formative assessment practices.
- having our teachers engage in unit analysis within the four core subjects and French as a Second Language.
- identifying and providing targeted intervention for our students who need additional time and support to be successful.
- continuing to schedule daily and weekly targeted, by the student by the skill, interventions and enrichment opportunities.
- continue to provide access to resources and technology supporting rigorous and relevant learning opportunities for students and staff.

Success will be measured through a variety of means including engagement of parents in the LSP process, improving our District HLAT results, and Provincial PAT results.

**Results Achieved: Our indicators in the area of School Improvement and Parent Involvement, as measured by the Accountability Pillar Survey, both increased by 7.7% and 4.8% respectively both of which out performed the province. There were no PAT's or HLAT's administered this year due to COVID 19.**

In order to provide welcoming, high quality learning and working environments it is essential that we provide consistent, predictable and agreed upon academic and social behavioral skills to our students. We will provide supports to those students who need additional time and support around these skills. Parents, staff and students will be involved in identifying, creating and implementing an agreed upon set of skills that all students need to be successful. Staff, students and parents will know the expectations that are required of them and staff will respond in a consistent and agreed upon way to support our students. This will be measured on our Provincial Achievement results and Accountability Pillar Survey data and ongoing school based surveys.

**Results Achieved: T.D. Baker did a lot of work around this priority. We surveyed staff and students to identify skills that would help make them successful at school. These identified skills were presented to staff as individual lessons, who then provided input and feedback. These lessons were then explicitly taught to**

students. Through school administered surveys, our students indicated these lessons contributed to their success. This is a strategy that we will continue to offer our students in the future. Through monthly grade level assemblies, we communicated school expectations around behaviour and success in school, including emerging issues such as citizenship and a safe and caring environment. Our overall indicators in the areas of Safe and Caring, Work Preparation, Citizenship, Parental Involvement, School Improvement and Educational Quality, as measured by the Accountability Pillar Survey, all increased. Due to Covid 19, no other measures were administered.

**What were the biggest challenges encountered in 2019/20?**

Up until COVID 19 became our reality, the year was going great. The greatest challenge then became pivoting between in-person instruction to online instruction. This involved gathering the necessary technology for staff to work at home, inservicing staff in the different online platforms, and creating an online timetable for staff and students to ensure continuity of learning. As circumstance progressed, assessment and reporting of online learning became an area of focus. Another area that emerged was student engagement and the successes and barriers to learning. Many valuable lessons were learned as it provided staff and students a valuable opportunity to enhance their technology skills.

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

A theme that became evident early on was the safety of our staff and students as well as the mental health of all of our stakeholders. Parents did appreciate the option to pivot between teaching modalities four times per year and that online learning was an option for them. Staff also appreciated the opportunity to teach online.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7570 T D Baker School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	86.6	85.5	88.2	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	84.6	84.0	82.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.5	87.3	89.9	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	0.5	1.2	0.6	2.7	2.6	2.7	Very High	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	82.8	79.7	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	30.7	32.3	30.7	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	77.0	70.3	79.8	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	80.1	77.8	82.8	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	83.1	75.4	79.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.4	79.6	82.4	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. 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.
  4. 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).
  5. 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.
  6. 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.
  7. 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.
  8. 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.
  9. 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.
  10. 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.

We will foster growth and success for every student by supporting their journey from early learning through high school completion and beyond by:

- increasing our student achievement with a focus on numeracy and literacy
- increasing the timeliness of our common formative assessment practices (weekly)
- facilitating professional learning around a targeted approach to data analysis
- conducting item analysis of classroom-based assessments, both formative and summative, to inform instruction and practice within the four core subjects and French as a Second Language
- identifying and providing targeted intervention for our students who need additional time and support
- aligning online and in-person instruction with the Division Scope and Sequence documents to ensure continuity of learning, between each quarter
- continuing to provide access to resources and technology to both online and in-person students and staff

Success will be measured through a variety of means including engagement of parents in the LSP process, teacher-generated marks, previous years progress report marks, improving our District HLAT results, and the Accountability Pillar Survey

**Priority 1**

In order to provide safe, welcoming, high quality learning and working environments we will commit to:

- ensuring all safety protocols are followed and we exceed provincial guidelines
- addressing the mental health needs of students by providing an onsite Mental Health Therapist (one day per week), a success coach (one day per week), and community based resources
- addressing the mental health needs of staff by increasing messaging around mental health and wellness practices and safety protocols in place at our school
- continuing open and honest communication between home and school, a positive school climate, and a culture of trust between staff, students and home
- providing consistent, predictable and agreed upon academic, social-emotional, and behavioral skills to our students

We will measure success by our Accountability Pillar Survey, Division Satisfaction Survey, and school-generated surveys

**Priority 2**

In order to enhance public education through communication, engagement, and partnerships, we will:

- increase communication between home and school regarding our school safety and Covid processes
- communicate monthly regarding student progress by sending out school-generated interim reports for both online and in-person students
- provide parents more opportunities to engage in school-wide decision making through school generated surveys
- provide parents more choice to decide which learning modality best fits their family needs and circumstances (four times per year)

We will measure success by our Accountability Pillar Survey, Division Satisfaction Survey, and school-generated surveys

**Priority 3**

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,942,813		4,942,813
Internal Revenue		64,731		64,731
<b>REVENUE TOTAL</b>		<b>5,007,544</b>		<b>5,007,544</b>
Classroom	28.781000	2,958,428	28.781000	2,958,428
Leadership	3.636000	461,581	3.636000	461,581
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	119,000	.000000	119,000
<b>TOTAL TEACHER</b>	<b>32.417000</b>	<b>3,539,009</b>	<b>32.417000</b>	<b>3,539,009</b>
<b>(% of Budget)</b>		<b>70.67%</b>		<b>70.67%</b>
Exempt	2.000000	179,478	2.000000	179,478
Exempt (Hourly/OT)	.000000	9,539	.000000	9,539
Support	7.785700	456,272	7.785700	456,272
Support (Supply/OT)	.000000	3,500	.000000	3,500
Custodial	3.688000	229,700	3.688000	229,700
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
<b>TOTAL NON-TEACHER</b>	<b>13.473700</b>	<b>884,489</b>	<b>13.473700</b>	<b>884,489</b>
<b>(% of Budget)</b>		<b>17.66%</b>		<b>17.66%</b>
<b>TOTAL STAFF</b>	<b>45.890699</b>	<b>4,423,498</b>	<b>45.890699</b>	<b>4,423,498</b>
<b>(% of Budget)</b>		<b>88.34%</b>		<b>88.34%</b>
SUPPLIES, EQUIPMENT AND SERVICES		471,863		471,863
INTERNAL SERVICES		108,685		108,685
OTHER INTEREST AND CHARGES		3,500		3,500
<b>TOTAL SES</b>		<b>584,048</b>		<b>584,048</b>
<b>(% of Budget)</b>		<b>11.66%</b>		<b>11.66%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,007,546</b>		<b>5,007,546</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0