

R.I. Baker Middle School



Annual Report
2020-2021

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Section 1 - Who We are...

Vision Statement

Shaping tomorrow today.

Mission Statement

At R.I. Baker Middle School we foster an inclusive environment where we work together to succeed while taking pride in ourselves and our school.

Philosophy

"R. I. Baker Middle School provides a learning experience that promotes the development of academic, social and emotional, physical and artistic attributes unique to early adolescence. We are committed to a secure, positive, challenging and exploratory approach in cooperation with parents and community."

We believe that:

- 1. All students are capable of learning.*
- 2. All students and staff have the right to learn and work in a safe, nurturing environment that supports their individual strengths and needs.*
- 3. Our students and staff respect the similarities and differences among the individuals who attend, visit or work at our school.*
- 4. The school promotes academic excellence by meeting the goals and objectives prescribed by Alberta Education.*
- 5. Our staff members encourage the desire for life-long learning.*
- 6. Our students have the opportunity to participate in physical activities and to explore the practical and fine arts.*
- 7. The integration of technology with curriculum is a primary tool for teachers and learners.*
- 8. Parents, students, staff and community are all stakeholders in education and must be mutually supportive in order to ensure a satisfying, productive and affirming school environment.*
- 9. Students must take ultimate responsibility for their behaviour. Stakeholders must work together to support appropriate social behaviour and to foster independent decision-making, problem-solving and responsible self-discipline.*
- 10. We value learning through experiences. Learning through travel, exchange and experiencing various cultures builds empathy and understanding.*

Section 2 - R.I. Baker Data and Evidence



Accountability Pillar Overall Summary 3-Year Plan - May 2020 School: 6402 R. I. Baker Middle School

Measure Category	Measure	R. I. Baker Middle 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	87.0	86.8	88.2	89.4	89.0	89.2	High	Maintained	Good
	Program of Studies	88.9	90.3	91.1	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.1	88.0	89.6	90.3	90.2	90.1	Very High	Maintained	Excellent
Student Learning Opportunities	Drop-Out Rate	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	86.9	86.5	83.0	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT - Excellence	24.3	20.4	21.3	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
	Diploma - Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	58.4	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	79.4	77.5	72.3	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	77.9	79.9	81.1	83.3	82.9	83.2	High	Maintained	Good
	Parental Involvement	76.3	75.2	78.9	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement		87.5	85.0	84.2	81.5	81.0	80.9	Very High	Maintained	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/TFM (Tell Them From Me) survey tool.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellent) for each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e, 9e année), French Language Arts (6e et 9e année), Français (6e, 9e, 9 KAE), Sciences (Grades 6, 9, 9 KAE), Sciences (Grades 6, 9, KAE).
 - Participated in Diploma Examinations (Grades 10-12) from 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.
 - Accepted Diploma Examinations (Grades 10-12) from 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.
 - Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 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.

Accountability Pillar Comments and Rationale

Successes

We have built upon or maintained our standing among nearly all measures and cumulatively in all categories. We are very proud of our exemplary data. As a team, we work hard to achieve these admirable results annually.

This year we were able to survey all students, which gives us a greater depth and breadth of assessment information and presents a more accurate picture of RIBMS and how our students see and feel about their learning.

Students feel safe and are feeling as though their learning is of a high quality and can see the connections between what they are learning here and what will lie ahead both in education and beyond.

Our PAT measures (both Acceptable and Excellence) have improved which shows that our teachers are teaching the programs of study and our students are able to apply what they have learned and demonstrate mastery.

Challenges

Moving into the 2020-2021 school year and all the uncertainty that will come along with it, we want to continue the overall upward and positive trend we are seeing from the data collected.

Of particular importance during this pandemic are our Safe and Caring Schools and Education Quality measures. It is imperative that we continue to make our students feel welcome, cared for, respected, and safe despite the challenges of COVID-19. Related to this, RIBMS will continue to strive to provide the highest quality education that we can to our students, seeking to challenge them, encourage critical thinking skills, and foster all the skills and abilities necessary for life-long learning. We will take student data to measure any COVID slides that may have occurred and work to narrow these gaps.

Areas for Improvement and Action Steps

Education Quality and Academic Measurements: Our data shows a reasonable increase in this measure. As highlighted above, maintaining a high quality of education despite the challenges of the COVID-19 pandemic is of the utmost importance. To this end, our focus and school goals are decidedly based upon providing students strong foundations in literacy and numeracy. We have assessed all student reading levels via

Fountas and Pinnell Benchmark Assessment and have also levelled students in numeracy via the MIPI, which was conducted in September. Utilizing this data, we will be creating levelled literacy intervention (LLI) and numeracy intervention (LNI) mini-classes led by teachers in those subject areas to target and support our students who are most in need of extra support.

Programs of Study Measurement: Our data shows a very minor decline in this measure. An immediate step that we can implement is to direct our teachers to clearly communicate outcomes relating to lessons, assessments, and other activities. This could take the form of 'I Can' or learning outcomes posted on the board or presentation at the start of the lesson and presenting to students and parents the learning outcomes assessed on particular tasks via the Parent Portal.

Citizenship Measurement: Our data shows a minor decline in this measure. We believe that the school climate and culture at RIBMS is strong and that we can improve this measure by fostering more opportunities to demonstrate positive citizenship in our school. To this end, we will strive to implement lessons, learning activities, mini-units etc. focused on citizenship and character that can be delivered during health, flex, or other instructional time. In addition to this, working with our Baker Energy and leadership teams, we will implement team and community building activities, homeroom challenges, videos etc. that will inspire our staff and students to continue to develop and refine what it means to be a part of the Baker Family.

Parental Involvement Measurement: Our data shows a reasonable increase in this marker. We are proud of the growth we have seen in terms of parental involvement and we know that the participation of parents is crucial to student and school success. We will encourage further parent engagement and participation at RIBMS by making our parent council meetings (currently online) open and inviting, providing additional volunteer opportunities in our school, communicating openly and effectively with parents and other stakeholders, and being open to constructive feedback and ideas for improvement.

We have already seen a huge increase in traffic on our website, Google Classroom, and Parent Portal. There has also been an increased level of communication from home to school. I have publicly thanked parents for their increased involvement during this difficult time.

Our School Survey Data

This Survey was completed by students in early November. We worked to get as many as we could completed as there were multiple absences. I believe the sample size gives a clear picture of where we are in the surveyed areas.

The data clearly tells us students are suffering from higher levels of depression and anxiety than the provincial and Canadian norms. The long answer comments tell us it is much centered around COVID and the changes it brings. Our grade 7 students reported they have a lower self-esteem than average Canadian students their age. We would also like more students to feel they have school support (other than the FSLC) when it comes to their mental health.

We are pleased with the support the students feel they are getting and they are also above the Canadian norms in “the amount of individuals they can trust that can encourage them to make positive choices”. Grade 5 and 6 students especially feel connected to teachers and are much higher than the Canadian norm.

In the long answer questions students were able to provide their own words to questions. This really gave an insight to their voices and point of views. A recurring theme was in their feelings against being segregated from their peer connections. COVID cohorting has placed a great deal of stress on their social well-being. This was not a surprise to us, but encouraged us to create ways to appreciate their own cohorts. When asked what we could do to improve this year, the vast majority complemented us on what we were doing and said “nothing”. We are choosing to take this as positive feedback. Students are communicating that they are worried about their grades this year and hope that they can keep up. This tells us that we need to be mindful of this anxiety and work kids through this emotion.

Weekly Health Check-ins

As a part of our health classes school wide, teachers have been asking kids to fill out a mandatory quick question. Example of question and responses below.

Please select the description that best applies to your current mental and academic wellness.

5: I am great. School is good. I am caught up with school work and handling the new 'school' life just fine!


4: I am doing ok. I am pretty much getting my work done at school. I am managing this new 'school' life ok..

3: I have my good days and I have my bad days. I am getting some work done but just feel like I am always behind and trying to catch up. This new 'school' life doesn't help.

2: I am struggling. I am falling behind and find this new 'school' life difficult.

1: I am not doing well. I am already behind and this new 'school' life is frustrating and makes life at school even worse

Section 3 - School Goals

<p>R.I. Baker Middle School</p> <p>2020-2021 School Goals</p> 	
<p>Goal 1</p> <p>We will identify the numeracy and literacy gaps that may be present and narrow them.</p>	<p>Goal 2</p> <p>As a school team we will be able to identify students who are experiencing mental health issues and work to be able to improve their overall well being.</p>
<p>Possible Resources:</p> <ul style="list-style-type: none"> ● Staff Collaboration (GL Meetings) ● Online data from 2019-2020 ● MIPI Data ● Fountas and Pinnell Data ● Richelle Marynowski - U of L ● Adam Browning - Palliser Schools ● Health & Academic Check ins 	<p>Possible Resources:</p> <ul style="list-style-type: none"> ● Staff Collaboration (GL Meetings) ● Our School Survey Data ● FSLC Consults ● Staff Surveys ● Alberta Mental Health ● Health Champion Team ● H&A Check ins
<p>Strategies and Processes</p> <ul style="list-style-type: none"> ● Fall MIPI Testing and staff workshop ● Fall F&P Testing and staff workshop ● SOS (Save Our Students) ● Small group cohort intervention ● Friday Flex support ● Master Accomodation Updates and workshops ● Google Classroom and Parent Portal updates for family/at home support 	<p>Strategies and Processes</p> <ul style="list-style-type: none"> ● Fall Our School Survey and workshop ● Master Accomodation updates and workshops ● Monthly GL meetings will have a mental health check in component ● Respect in Cohorts PD for students - <i>Building Community</i> ● Priority Board SOS Communication

<ul style="list-style-type: none"> • Spring MIPI Testing and reflection • Spring F&P Testing and reflection • End of the year celebration of learning • H&A Check ins 	<ul style="list-style-type: none"> • 1 on 1 meetings with teachers to gauge their personal health • Staff stress seminars led by AB mental Health • Staff mental health survey with individual follow-ups • Allocate PD time for online learning, assessment, and feedback • Spring Our School Survey and Reflection • H&A Check ins • Bear Care 2021
<p>Look-fors & Measures of Success</p> <ul style="list-style-type: none"> • Students who are identified as below GL will receive intervention and skills and scores will go up • Classroom assessment averages will improve. • Master accommodation list will need to be altered due to improvements • Priority board will have to be changed due to student improvements • SOS board will improve • H&A check ins 	<p>Look-fors and Measures of Success</p> <ul style="list-style-type: none"> • Our school survey results will improve during the course of the school year. • The content in the GL meeting will be more positive and we will document improvements. • Teachers will report improvements in their mental well being • The student priority board will change positively. • Parent feedback will be more positive.

Section 4 - Trends and Issues

So far, through data collection we have noticed some glaring negative trends in the areas of literacy and numeracy. It is safe to say after comparing to some of the previous years data that the pandemic has created some decline in academic performance. Although we had a fairly consistent group active online when face to face was suspended, we need to remember it was limited “crisis learning” not typical “distance learning”. The current group of grade 7 group of students has consistently produced less than average data in Literacy and Numeracy (particularly reading and comprehension). Teachers are working hard to reverse this trend. This year we have one of our strong LA teachers working in small group intervention this year.

We set a goal to work as a school community to close these gaps. We have identified trends in numeracy data by student, class, and grade. For example, our current grade seven students had very low scores in operations with decimals. When going over this data with last year's teachers, they mentioned it likely is an operations (basic facts) issue first and a decimal issue second. Additionally, we have identified specific students who scored high and low in tested areas, and took note what class they came from the previous year.

Overall, reading levels at RIBMS did not show a drastic decline from last year to this year, however, testing did expose individual students that may have been impacted by the absence of 2+ months face to face education and practice. The F&P testing provided us more current data to help create cohorted intervention groupings based on reading ability. Comprehension scores across the lower grades seem to be lower across the board. Teachers have taken this data and made comprehension a stronger focus area this year. Our current grade seven group continues to be a priority.

Our biggest trend we have noticed is the increased level of depression and anxiety in students and staff. We have addressed this in the Our School Survey and I have also begun regular one-on-one support meetings with staff. When speaking to both staff and students, we are finding that the “mental assignable time” that is assigned to both staff and students may be difficult to manage with everything else. With the addition of new rules, processes, and new fear of getting ill, mental health overall has declined. Our hope is that we will see some more defined trends through the Our School Survey. We will be gathering this data ASAP.

Section 5

Celebrate our 2019-2020 Successes

2019-2020 was a year to celebrate. We were able to welcome new staff, achieve academic excellence, and have great fun doing it. We excelled in athletics and the arts, and created new spaces in our building for our students to grow and learn. We built our online capacity and grew as a staff. Due to global circumstances we needed to respond in a timely manner and work hard to keep learning and communication a priority while making sure we had a student body who was mentally well.

2020/2021 - Celebrate Our Ability to Endure

We are very proud of our school community. We have not let these current global conditions stop what we do, we chose to get creative, put in the work and ensure students receive the experiences they look forward to. We have taken on an WE CAN attitude rather than a WE CAN'T. We are committed to embracing change and looking for safe opportunities. Here are some examples where we championed change and made things happen for kids.

We made it happen...

- Homeroom Class Challenges and Virtual Assemblies
- Virtual Cross Country Meet
- Walkathon Fundraiser
- Intervention Groups L.A. and Numeracy
- Student Leadership Committee (Online)
- Exploratories
- Creating COVID efficient cohorts and changing timetable.

Currently Exploring...

- Incoming Exchanges and more local Travel
- Outdoor Education "experience"
- Canadian History and Culture Learning and Travel Opportunities
- A Marine Biology "Experience"
- Bear Care 2021- Wellness Symposium

