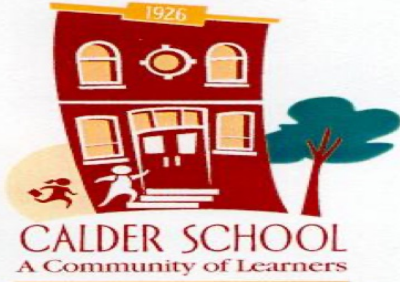


## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	251.000	Custodial	1.938000	Salaries	\$2,506,719	95.05%
Weighted	377.083	Exempt	0.000000	Supplies, Equip., Services	\$130,443	04.95%
Regular	259	Support	8.799990			
		Teacher	<u>15.773009</u>			
Year Opened	1928	<b>Total</b>	<b>26.510999</b>	<b>Total</b>	<b>\$2,637,162</b>	<b>100.00%</b>

### School Philosophy

Calder School strives to be a place where the learning community feels connected to one another, connected to learning, and connected to the broader community. The Calder School learning community keeps literacy and numeracy in focus with strong teaching and learning opportunities to improve outcomes for our students in learning and in life.

### Community Profile

Calder is located just north of the Walker railroad yards and serves the geographical area defined by 113A Street to 127 Street and 127 Avenue to 132 Avenue. Additionally, access is given to students living in an area north of the school in Arabic Bilingual programming.

Students come from a variety of backgrounds, and include students identified as First Nations, Métis and Inuit, English Language Learners, Refugees, and students requiring specialized learning support.

### Programs and Organization

Calder School is configured with Kindergarten to Grade 6 in regular (Community), Arabic Bilingual, and Behavior and Learning Assistance (BLA) special learning needs programming. Students access the school from the Calder neighbourhood as well as those students enrolling in Arabic Bilingual and BLA programming from outside the neighbourhood.

The regular Kindergarten class is full-day programming and targets those students living in the neighborhood of Calder. Full-day Kindergarten programming is made possible thanks to sponsorship from the Edmonton Public School Foundation.

Arabic Bilingual programming provides students with opportunities to acquire and maintain language skills in Arabic and English. The program aims to have students develop language and literacy skills in both Arabic and English, and learn about the cultures of the Arabic-speaking world.

The BLA program supports students as they develop and demonstrate positive behaviour and social skills and addition to achieving academic goals.

French as a Second Language (FSL) is offered to students in the Community program in Grades 4-6.

A variety of government and community partnerships offer social, emotional and physical support to families and academic support to students.

Calder School is a member school of the Queen Elizabeth High School catchment group of schools which is also referred to as North Central Catchment Schools (NCCS).

### School Community Relationships

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

Calder Community League Canadian Arab Friendship Association (CAFA) Edmonton Public Library (EPL) Edmonton Public Schools Foundation Free Play for Kids Frontier College Good Shepherd Anglican Church King's University MacEwan University North West Edmonton Seniors Society University of Alberta

### 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 SMART goals that were established for 2022-2023, 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).

By June 2023, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. (Priority 1)

In collaboration with our North Central Catchment colleagues, Calder school has committed that by June 2023, all students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

#### Strategies:

- Equity Achievement Project: We are one of six catchment schools that are involved in the EAP
- Monthly Newsletters: Included best practices, resources available on Connect, highlights of PL and school spotlights.
- Catchment PL Day (February): Staff chooses from over 40 sessions throughout the day of learning, 10 of which focused on literacy and numeracy.
- Collaboration Groups/IBPGP: Each staff member developed a driving question within their IBPGP. Staff were grouped together into collaborative groups that met 7 times (Thursdays and PL Days) throughout the year.

#### Results Achieved

##### NCCS MATH

- Math CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Mathematics- Increase of 2.2%; Computation- Increase of 5.9%; Total Math - Increase of 4%
- Gr 6 Math PAT results indicate 61.3% of students met the acceptable standard (a decrease from 2022)

##### Calder Math Results

- Math CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Mathematics- Increase of 9%; Computation- Increase of 8.1%; Total Math - Increase of 9.1%
- Gr 6 Math PAT results indicate 31.6% of students met the acceptable standard (a decrease from 2022)

##### NCCS Reading:

- Reading CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Increase of 1.8%
- Reading Achievement Level: Measures in PS indicate that 52.5% of students are Reading AT/ABOVE grade level (decrease of 1.5% AT/ABOVE from 2021/22) and 47.5% of students are Reading BELOW grade level.
- Gr 6 L.A. READING PAT results indicate 75.8% of students met the acceptable standard (a decrease from 2022)

##### Calder Reading Results

- Reading CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Increase of 7.3%
- Reading Achievement Level: Measures in PS indicate that 49.8% of students are Reading AT/ABOVE grade level an increase of 6.5% and 47.5% of students are Reading BELOW grade level.
- Gr 6 L.A. READING PAT results indicate 48.7% of students met the acceptable standard (a decrease from 2022)

##### NCCS Writing:

- Spring HLAT Data indicates 35.3% of students are writing AT or ABOVE grade level an increase of 13% from 2021-22
- Gr 6 L.A. WRITING PAT results indicate 76.9% of students met the acceptable standard or above (a decrease from 2022)

##### Calder Writing Results

- Spring HLAT Data indicates 44% of students are writing AT or ABOVE grade level and 52% are writing BELOW grade level. (decrease of AT/ABOVE grade level from 2021-22)
- Gr 6 L.A. WRITING PAT results indicate 48.7% of students met the acceptable standard (a decrease from 2022)

##### NCCS Division Feedback Survey Results:

- CATCHMENT DF Survey results for STUDENTS indicate that: 71% of students feel they are getting better at math, 78% feel they are getting better at writing, and 83% feel they are getting better at reading.
- CATCHMENT DF Survey results for STAFF indicate that: 86% of staff feel they have access to resources to help them meet the diverse learning needs of all students, 90% of staff feel capable of supporting literacy, and 85% of staff feel capable of supporting numeracy.

##### Calder Feedback Survey Results

- DF Survey results for STUDENTS indicate that: 70% of students feel they are getting better at math, 80% feel they are getting better at writing, and 80% feel they are getting better at reading. DF Survey results for STAFF indicate that: 94% of staff feel they have access to resources to help them meet the diverse learning needs of all students, 100% of staff feel capable of supporting literacy, and 100% of staff feel capable of supporting numeracy

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. (Priority 2)

**Lead Teachers:** All Catchment schools had at least one Lead Teacher, who met once a month to plan PL and bring relevant information back to their staff. The Lead Teachers engaged in PL with Division consultants on Failing Forward: Creating a Culture of Risk-Takers.

**Collaboration Groups:** Our goals for the collaborative process include: building teachers' content knowledge; immersing teachers in inquiry experiences; addressing teacher beliefs; involving teachers in collaborative communities; providing teachers with embedded long-term support.

**Catchment PL Day (February):** Staff could choose from over 40 sessions throughout the day of learning, 15 of which focused on anti-racism, equity, well-being and positive support for staff and students.

**Principal Professional Learning:** Principals engaged in robust monthly learning on Anti-Racism and Staff Wellness. Diversity and Mental Health consultants led learning sessions, and collaboration groups worked through Deep Diversity by Shakhil Choudhury, and Priority 3 resources, including the Seligman's Positive Psychology PERMA model, some of Adam Grant's Think Again, Educational Leadership's "Nurturing Wellbeing in Schools" and Margaret Wheatley's "Willing to Be Disturbed".

**All Schools:** Every catchment school engaged all staff in conversations around Anti-Racism and Reconciliation, including Diversity consultant conversations and using the Diversity Toolkit resources.

**Community Celebrations:** Many catchment schools held Iftar celebrations during Ramadan to welcome the community into the school.

**Results Achieved:**

**NCCS Collab Group Survey:** Feedback from catchment staff and lead teachers highlighted that they appreciate the choice, voice, and embedded time for their growth plans. They appreciated flexibility between online and in-person meetings. Specialized program staff appreciated being able to meet with same-program staff from other schools. EA staff were able to connect with EAs from other schools.

Priority 2: CATCHMENT DF Survey for STUDENT results indicate that: 75 % of students agree they have opportunities to be involved in activities that support my sense of belonging. and 72% of students feel that many diverse cultures are represented. CATCHMENT DF Survey for STAFF results indicate that: 91% of staff feel my school takes steps to support a sense of belonging and inclusion and 86% of staff feel many diverse cultures are represented in books and materials at my school.

**Calder Feedback Survey Results**

Priority 2: DF Survey for STUDENT results indicate that: 82 % of students agree they have opportunities to be involved in activities that support my sense of belonging. and 85% of students feel that many diverse cultures are represented. DF Survey for STAFF results indicate that: 95% of staff feel my school takes steps to support a sense of belonging and inclusion and 95% of staff feel many diverse cultures are represented in books and materials at my school.

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. (Priority 3)

**Catchment PL Day (February):** Staff could choose from over 40 sessions throughout the day of learning, 15 of which focused on anti-racism, equity, well-being and positive support for staff and students.

**Wellness Coach:** Many catchment schools engaged in the self-regulation/wellness sessions led by the Wellness Coach.

**Results Achieved:**

NCCS CATCHMENT DF Survey for STUDENT results indicate that: 65% of students feel safe at school and 65% of students feel they belong at school. CATCHMENT DF Survey for STAFF results indicate that: 85% of staff feel a sense of belonging at my workplace, 85% of staff feel my workplace is respectful, 92% of staff feel confident in helping students in their wellness.

**Calder Feedback Survey Results**

## Results and Implications

DF Survey for STUDENT results indicate that: 64% of students feel safe at school and 65% of students feel they belong at school. DF Survey for STAFF results indicate that: 95% of staff feel a sense of belonging at my workplace, 95% of staff feel my workplace is respectful, 99% of staff feel confident in helping students in their wellness.

**What were the biggest challenges encountered in 2022-2023?**

- Parental engagement
- Student levels of emotional regulation, mental wellness, and circumstances related to social vulnerability affect our students readiness to learn
- Complex needs in all of our classrooms
- Regular attendance

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

- Grade 6 PAT results
- New curriculum implementation- Co-planning units and assessments
- Literacy intervention in our division two classrooms
- Targeted support for students who struggle to attend on a regular basis

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7113 Calder School

Assurance Domain	Measure	Calder 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	81.3	84.8	84.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.3	75.4	77.3	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	44.7	52.4*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.6	4.8*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	88.7	86.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.5	78.9	78.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.2	79.7	79.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	88.1	83.8	82.7	79.1	78.8	80.3	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. 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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### 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, five reflective questions have been included in the Budget 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

By June 2024, in collaboration with NCCS, Calder will demonstrate one year's growth in reading, writing and numeracy as determined by Alberta Education and local measures.

- This is year 3 of the EAP Project all students at Calder will continue to build self-efficacy in Literacy and Numeracy by 1 year's growth.
  - Our Numeracy focus is Computational Strategies based on reasoning
  - Our Literacy focus is Establishing Effective Classroom Routines and Habits
- All staff will build Self-Efficacy in implementing Literacy and Numeracy instructional strategies
  - Lead teachers in Numeracy and Literacy will put on ongoing PL for staff with EAP support
  - Built in time for Literacy and Numeracy lead to attend monthly PL
- Co-teaching, co-planning with our lead teachers and curriculum coordinator
- All teachers will demonstrate High Leverage Literacy Practices in the classroom as modeled by the lead teacher.
- Levelled literacy intervention practices will be used for our students who are in need of high levels of differentiation including EAL students and students that are below grade level.

#### What data will you use to track continuous improvement?

BAS (Fountas and Pinnell Benchmark Assessment System), provincial screening assessments, CAT 4, PATs, HLATS, Reader, Writer and Mathematician Identity Self Reflections, Calder tracking sheet, Staff Survey to measure individual growth in the areas of Literacy and Numeracy.

#### Division Priority 1

By June 2024, in collaboration with NCCS, students at Calder will demonstrate growth in their sense of belonging and connection to school.

- 3 Catchment PD ½ days - focused on a [series of 3 conversations](#) around diversity, anti-racism, reconciliation and well-being
- Initiating the Implementation of R2 in classrooms
- Targeted intervention for our most vulnerable students
- Partnering with community partners (CAFA, Family Centre, E4C, Bent Arrow Society, Free Play, MacEwan Soccer)
- Initiating after school activities for our school community (Literacy and Numeracy night, sports, Ramadan Dinner, School Concerts)
- Initiate Student Leadership Activities
- Initiating Circles with staff and students
- Time allocated for collaboration and sharing

#### What data will you use to track continuous improvement?

Monitor attendance, Division Feedback Survey, Youth Resilience Survey, Alberta Education Assurance Survey, student and staff engagement with our school activities and the number of opportunities for students to be showcased and display leadership.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,479,286		2,637,162
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,479,286</b>		<b>2,637,162</b>
Classroom	13.140000	1,414,823	13.773009	1,482,980
Leadership	2.000000	255,377	2.000000	256,188
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	64,693	.000000	64,216
<b>TOTAL TEACHER</b>	<b>15.140000</b>	<b>1,734,893</b>	<b>15.773009</b>	<b>1,803,384</b>
<b>(% of Budget)</b>		<b>69.98%</b>		<b>68.38%</b>
Exempt (Hourly/OT)	.000000	21,000	.000000	21,000
Support	8.000000	478,323	8.799990	522,041
Support (Supply/OT)	.000000	9,000	.000000	9,000
Custodial	1.938000	146,794	1.938000	146,794
Custodial (Supply/OT)	.000000	2,000	.000000	4,500
<b>TOTAL NON-TEACHER</b>	<b>9.938000</b>	<b>657,117</b>	<b>10.737989</b>	<b>703,335</b>
<b>(% of Budget)</b>		<b>26.5%</b>		<b>26.67%</b>
<b>TOTAL STAFF</b>	<b>25.078000</b>	<b>2,392,010</b>	<b>26.510999</b>	<b>2,506,719</b>
<b>(% of Budget)</b>		<b>96.48%</b>		<b>95.05%</b>
SUPPLIES, EQUIPMENT AND SERVICES		47,676		89,133
INTERNAL SERVICES		39,000		40,110
OTHER INTEREST AND CHARGES		600		1,200
<b>TOTAL SES</b>		<b>87,276</b>		<b>130,443</b>
<b>(% of Budget)</b>		<b>3.52%</b>		<b>4.95%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,479,286</b>		<b>2,637,162</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0