



| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------|-----------|----------------------------|-------------------|---------|
| Normalized | 270.000 | Custodial | 1.938000 | Salaries | \$2,863,021 | 96.67% |
| Weighted | 412.120 | Exempt | 0.000000 | Supplies, Equip., Services | \$98,490 | 03.33% |
| Regular | 273 | Support | 10.099980 | | | |
| | | Teacher | 17.971674 | | | |
| Year Opened | 1928 | Total | | 30.009654 | Total \$2,961,511 | 100.00% |

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 to127 Street and 127 Avenue to132 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 Connections programming. Students access the school from the Calder neighbourhood as well as those students enrolling in Arabic Bilingual and Connections 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 Connections 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 refered 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 goals that were established for 2023-2024, 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 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.

Results Achieved:

Reading:

Calder School showed encouraging growth in reading as measured by the **CAT 4**. All grades demonstrated growth. Significant growth was seen in grades 4 students results from the Fall to Spring assessment, with a 46.5% increase. Significant growth was observed in classrooms that were targeted by the literacy lead teacher.

Reading At, Below, Above Grade level - Calder school saw a slight increase in above grade level reading, 0.4%, as measured by classroom teachers. There was a drop of 1.9% of students reading at grade level and a 1.7% decrease of students reading below grade level. According to our **Division Survey**, 94% of Calder students reported that they feel they are getting better at reading, marking a significant 15% increase from previous results. This positive perception reflects the growing confidence students have in their reading skills.

Writing:

School wide results for **HLATs** showed an increase of 3.4% of students at grade level. There was a 3.7% decrease of students below grade level. There was a wide change in grade 3 students with a 13.2% decrease of students in grade level. Grade 6 students experienced a shift in performance, with an 18.8% increase in the number of students reaching grade-level writing proficiency. In our **Division Survey**, 92% of students reported that they feel they are getting better at writing, which represents a 12% increase from last year. This boost in student confidence mirrors the positive overall trend in writing proficiency.

Numeracy

Calder students showed encouraging growth as measured by the **CAT 4**. All grades grew in both mathematics and computation & estimation. There was a significant increase of 17.1% in computation, which aligned with our EAP goal of computational strategies.

At Calder School, the push-in model of intervention supported student achievement. The EAP lead math teacher supported the classroom teacher in co-designing and co-teaching guided math and math skill based mini-lessons. According to our **Division Survey**, 81% of Calder students reported that they are getting better at math, marking an 11% increase from last year. This improvement in student confidence reflects the success of our instructional strategies and interventions.

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

Results Achieved:

At Calder School, we have been deliberate in creating an inclusive, supportive, and engaging environment where every student feels they belong. By amplifying the "Student Voice" and offering meaningful activities like Exploration Time, the CAFA Cup, School-Wide Concerts, Literacy/Numeracy Nights, Spirit Days, and the Monday Video, we have seen a noticeable increase in student engagement and connection.

Our intentional efforts are reflected in both the **Division Survey** and the **Alberta Education Assurance Measure** results for 2023-2024, which show remarkable growth in areas critical to student belonging, safety, and well-being.

Key Results from the Division Survey:

Sense of Belonging at School:

- My school is a place where all students feel like they belong: 87% (up 22%)
- I feel like I can be myself at my school: 78% (up 10%)
- My school helps me develop skills that support my wellness: 89% (up 12%)
- I feel like I belong at my school: 80% (up 17%)
- I have opportunities to be involved in activities that support my sense of belonging: 90% (up 8%)

Feeling Safe at School:

- I would feel safe going to an adult at school if I experienced something racist or discriminatory: 84% (up 9%)
- I feel safe at school: 86% (up 20%)
- I have at least one adult I can go to for help if I need it: 91% (up 6%)
- I feel the adults at my school care about me: 87% (up 11%)

Alberta Education Assurance Measure Results:

The Alberta Education Assurance Measure also highlights impressive improvements in student engagement, citizenship, and overall well-being:

- Student Learning Engagement: 84.9% (up 3.6%)
- Citizenship: 83.3% (up 5%)
- Welcoming, Caring, Respectful, and Safe Learning: 84.3% (up 2.8%)
- Percentage of teachers, parents, and students who agree that students are engaged in their learning at school: 84.9%

Student Perspectives:

- Do you like learning Language Arts? 72% (up 17%)
- Do you like learning Math? 70% (up 12%)
- Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship: 83.3% (up 5%)
- Students are encouraged at your school to be involved in activities that help the community: 83%
- Students are encouraged at your school to try their best: 100%
- Students at your school follow the rules: 100%
- Students at your school help each other when they can: 100%

Supporting Our Most Vulnerable Students:

In collaboration with classroom teachers and the Resiliency survey, we identified our most vulnerable students. These students were connected with our school counselor, who worked closely with them and their families to ensure they felt supported. We were intentional in inviting and including these students in school activities, fostering greater engagement and belonging. Additionally, our counselor hosted weekly parent nights, strengthening the connection between school and home.

These results underscore Calder's dedication to fostering a safe, inclusive, and engaging school community where every student feels valued. The improvements seen in both the Division Survey and the Alberta Education Assurance Measure reflect the positive impact of our intentional efforts..

What were the biggest challenges encountered in 2023-2024?

- Unexpected staff movement during the year
- Complex Classrooms throughout the school
- High transiency rate in our school
- Shortage of Supply Teachers and Support Staff

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- Targeted writing support for our current grade 4 students as there was a decrease in their writing scores
- Grade 6 PAT results - there was improvement but with the new curriculum this will be a focus
- Targeted PL for Indigenious Learnings
- Gathering Feedback from parents (Division Survey and Assurance Survey)

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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 | 84.9 | 81.3 | 83.0 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 83.3 | 78.3 | 76.9 | 79.4 | 80.3 | 80.9 | Very High | Improved | Excellent |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | 52.6 | 44.7 | 44.7 | 68.5 | 66.2 | 66.2 | Very Low | Maintained | Concern |
| | PAT6: Excellence | 5.3 | 2.6 | 2.6 | 19.8 | 18.0 | 18.0 | Very Low | Maintained | Concern |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.4 | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 81.5 | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.6 | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 88.1 | 90.2 | 89.4 | 87.6 | 88.1 | 88.6 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.3 | 81.5 | 80.2 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 77.3 | 76.2 | 77.9 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 77.6 | 88.1 | 86.0 | 79.5 | 79.1 | 78.9 | Intermediate | Maintained | Acceptable |

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all students who have been at our school for the 2024-25 school year will demonstrate one year's growth in reading.

Achievement of this goal will be supported by:

- In year 4 of the EAP Project, all staff will continue to apply evidence based literacy strategies, with a strong emphasis on Phonics and Phonemic Awareness.
- Staff will participate in ongoing, focused professional learning and collaborative sessions centered on refining high-impact strategies in reading.
- UFLI practices will be used for all Division one students. Division two students who require additional support will also receive UFLI instruction.
- Intensive Tier 3 interventions will be provided to students performing below grade level, with the specific goal of accelerating their progress towards meeting grade-level standards in reading.

What data will you use to track continuous improvement?

CAT 4, Reader Identity Self Reflections, Informal reading inventories, Staff perception of their capacities and student perception of their reading progress from the Division Feedback Survey. School based tracker

Division Priority 3

By June 2025, Students and Parents of Calder will demonstrate an increased sense of belonging through engagement and connection to the school.

The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 10% increase in Parent Participation
- 5 % increase in student resiliency

Alberta Education Assurance Measures—AEAMs

- 10% increase in Parent Participation
- 5% increase in overall attendance by the end of the year

Achievement of this goal will be supported by:

- Continuing after school activities for our school community (Literacy and numeracy night, CAFA Cup, Ramadan Dinner, School Concerts)
- Continued Partnerships with community partners (CAFA, Family Centre, E4C, Bent Arrow Society, Free Play)
- Continuing Student leadership Activities (Exploration Time, Monday Video, Choir)
- Schoolwide R2 lessons

What data will you use to track continuous improvement?

Division Feedback Survey, Youth Resilience Survey, Alberta Education Assurance Survey, monitor attendance, Student, Parent and Staff engagement with our school and afterschool activities. The number of opportunities for students to be showcased and display leadership.

| | 2024-25 Spring Proposed | | 2024-25 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | | 2,471,718 | | 2,961,511 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,471,718 | | 2,961,511 |
| Classroom | 13.603000 | 1,470,118 | 15.971674 | 1,726,107 |
| Leadership | 1.500000 | 209,609 | 2.000000 | 265,392 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 50,000 | .000000 | 65,000 |
| TOTAL TEACHER | 15.103000 | 1,729,727 | 17.971674 | 2,056,499 |
| (% of Budget) | | 69.98% | | 69.44% |
| Exempt (Hourly/OT) | .000000 | 30,000 | .000000 | 34,945 |
| Support | 8.000000 | 481,564 | 10.099980 | 609,013 |
| Support (Supply/OT) | .000000 | 5,000 | .000000 | 9,500 |
| Custodial | 1.938000 | 148,564 | 1.938000 | 148,564 |
| Custodial (Supply/OT) | .000000 | 4,500 | .000000 | 4,500 |
| TOTAL NON-TEACHER | 9.938000 | 669,628 | 12.037980 | 806,522 |
| (% of Budget) | | 27.09% | | 27.23% |
| TOTAL STAFF | 25.040999 | 2,399,355 | 30.009654 | 2,863,021 |
| (% of Budget) | | 97.07% | | 96.67% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 41,179 | | 44,179 |
| INTERNAL SERVICES | | 30,184 | | 53,311 |
| OTHER INTEREST AND CHARGES | | 1,000 | | 1,000 |
| TOTAL SES | | 72,363 | | 98,490 |
| (% of Budget) | | 2.93% | | 3.33% |
| TOTAL AMOUNT BUDGETED | | 2,471,718 | | 2,961,511 |