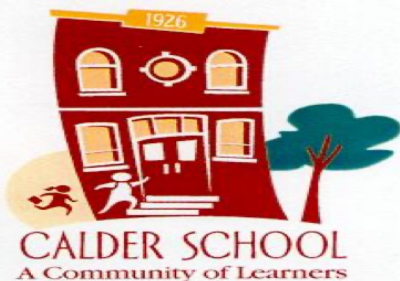


Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	285.000	Custodial	1.938000	Salaries	\$2,826,102	96.44%
Weighted	408.818	Exempt	0.000000	Supplies, Equip., Services	\$104,468	03.56%
Regular	292	Support	8.599985			
		Teacher	<u>17.768300</u>			
Year Opened	1928	Total	28.306285	Total	\$2,930,570	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 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 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 of the 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 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.

Results Achieved:

Our 2024–25 reading goal resulted in strong, measurable gains across the school.

CAT-4 data confirms substantial progress from fall to spring in all grades, with **Grade 4 increasing by 5.5%, Grade 5 by 14.9%, and Grade 6 by 24.3%**, representing an overall **school-wide** improvement of **15.6%**.

Division Survey results show that students clearly recognize their own growth, with **83%** reporting improvement in reading and **100% of staff** indicating they have the knowledge and skills to support literacy instruction.

These results reflect the combined impact of consistent, evidence-based literacy practices through the EAP (Equity Achievement Project) framework, targeted professional learning, full UFLI (University of Florida Institute) implementation in Division One (and for Division Two students requiring support), and a focused Tier 3 intervention program successfully focused on 41 students and **33** of those students, are now achieving at **grade level**.

Overall, the school demonstrated significant growth in reading achievement and increased student confidence in their literacy skills.

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

Results Achieved:

Goal: Strengthening Belonging (Students & Parents)

- Calder set a June 2025 goal to increase belonging through stronger engagement and school connection.
- This year's data show strong, measurable progress across student experience, parent feedback, and provincial assurance measures.

Student (Division Feedback Survey)

- 74% of students feel they belong at school.
- 87% feel they have meaningful opportunities to be involved in school activities.
- 97% believe they have the opportunity to be successful in their learning.
- 87% find the feedback they receive helpful.
- 89% know how to access support when needed.
- 89% identify at least one adult they would go to for help.
- 80% feel that staff genuinely care about them.

Parent (Division Survey)

- 85% of parents feel welcome and connected to the school community.
- 85% believe their child feels like they belong at school.
- 85% feel their child is safe at school.
- 85% agree the school supports their child's learning needs.
- 90% believe their child has formed positive relationships that support their wellness.
- 85% report positive working relationships with staff.

Alberta Education Assurance Measures (AEAM)

Alberta Education Assurance Measures echo these strengths, with **Very High** ratings in both **Citizenship** and **Parental Involvement**, highlighting the strong community connection we've built together.

Attendance went up 4.3%

- Shows increased engagement.

Overall Summary

- Students feel connected, supported, and cared for.
- Parents feel welcomed, informed, and confident in their child's safety and learning.
- AEAM indicators show major growth in involvement and school climate.
- Attendance has increased, which is a strong indication that students feel connected to the school and want to be here.
- Strong in school and after-school programming.
- Expanded student leadership opportunities:
- A consistent focus on kindness, inclusion, wellness, and high expectations.

What were the biggest challenges encountered in 2024-2025?

- Work Stoppage limited the supports we could provide our students.
- High Mobility Rate
- Complex Classes
- Shortage of supply teachers and supply support staff.

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

Numeracy:

- Continue strengthening numeracy instruction through the EAP (Equity Achievement Project) with a school-wide approach to high-impact numeracy strategies and targeted small group intervention across all grade levels.

Writing:

Enhance writing achievement by providing staff with targeted professional learning and implementing consistent, school-wide writing practices to build cohesive and effective writing skills from Grades 1–6.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	83.3	84.9	83.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	83.3	83.3	79.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.2	88.1	89.0	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	84.3	81.5	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	83.2	77.3	77.7	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	94.0	77.6	83.2	80.0	79.5	79.1	Very High	Improved	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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 2026, all students who have been at our school for the 2025–26 school year will demonstrate one year's growth in literacy and numeracy.

Achievement of this goal will be supported by:

• **Calder is in Year 5 of EAP (Equity Achievement Project):**

This year's EAP (Equity Achievement Project) focus is on numeracy; however, we will continue to strengthen and refine our literacy practices.

• **Evidence-Based Instruction:**

All staff will continue to apply evidence-based numeracy strategies and daily routines, with a strong emphasis on developing students' Mathematical Reasoning. Literacy instruction will continue to follow the high-impact strategies established through the EAP framework.

• **Professional Learning and Collaboration:**

Staff will participate in ongoing, targeted professional learning and collaborative team sessions centered on refining high-impact strategies in both literacy and numeracy.

• **UFLI Implementation:**

UFLI practices will be implemented for all Division One students, ensuring consistent foundational literacy instruction. Division Two students who require additional support will also receive UFLI-aligned intervention.

• **School-Wide Intervention Plan:**

A structured intervention model will support students through Tier 2 small-group instruction within the classroom and intensive Tier 3 interventions for those performing below grade level. These interventions aim to accelerate progress in both literacy and numeracy so students can meet grade-level expectations.

What data will you use to track continuous improvement?

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

Division Priority 3

By June 2026, students and parents of Calder will demonstrate an increased sense of belonging through active engagement and meaningful connection to the school community.

Progress toward this goal will be measured through the following indicators:

- Increased participation in school events and activities that foster connection and inclusivity.
- Evidence of positive, trusting relationships among students, staff, and families as reflected through qualitative feedback and observations.
- Enhanced student leadership and voice in shaping school initiatives and overall school experiences.

Achievement of this goal will be supported by:

- **Continuing and enhancing school-wide activities** both during the day and after school that bring our community together, including Literacy and Numeracy Nights, CAFA Cup, Ramadan Dinner, and School Concerts.
- **Strengthening partnerships** with community organizations such as CAFA, the Family Centre, E4C, Bent Arrow Society, and Free Play for Kids to enrich student and family engagement.
- **Increasing opportunities for student leadership and voice** through Exploration Time, the Monday Video, Choir, and other initiatives that build student pride, ownership, and connection to Calder.

What data will you use to track continuous improvement?

Division Feedback 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.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		2,665,583		2,930,570
Internal Revenue		0		0
REVENUE TOTAL		2,665,583		2,930,570
Classroom	14.304000	1,550,324	15.768300	1,709,032
Leadership	2.000000	265,081	2.000000	266,050
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,000	.000000	78,330
TOTAL TEACHER	16.304001	1,870,405	17.768299	2,053,412
(% of Budget)		70.17%		70.07%
Exempt (Hourly/OT)	.000000	34,945	.000000	34,945
Support	8.000000	515,721	8.599985	544,504
Support (Supply/OT)	.000000	9,500	.000000	26,500
Custodial	1.938000	159,241	1.938000	159,241
Custodial (Supply/OT)	.000000	4,500	.000000	7,500
TOTAL NON-TEACHER	9.938000	723,907	10.537985	772,690
(% of Budget)		27.16%		26.37%
TOTAL STAFF	26.242001	2,594,312	28.306284	2,826,102
(% of Budget)		97.33%		96.44%
SUPPLIES, EQUIPMENT AND SERVICES		44,271		70,968
INTERNAL SERVICES		26,000		32,500
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		71,271		104,468
(% of Budget)		2.67%		3.56%
TOTAL AMOUNT BUDGETED		2,665,583		2,930,570