



Enrolment		Staff FTE		Budget		
Normalized	298.000	Custodial	2.000000	Salaries	\$2,567,582	95.07%
Weighted	364.405	Exempt	0.000000	Supplies, Equip., Services	\$133,074	04.93%
Regular	314	Support	7.000000			
		Teacher	17.046000			
Year Opened	1977	Total		26.046000	Total \$2,700,656	100.00%

School Philosophy

Student success and growth are achieved when children discover their own strengths and interests through a multi faceted approach to literacy, numeracy, technology, athletics, and the arts. We believe that these approaches serve as vehicles for teaching and learning. We value the current community partnerships that enrich our students' education and we are always seeking to establish new relationships in the interests of our students. We are committed to improving student achievement and to helping all students realize their full potential. We recognize that all students have different needs and each student is programmed for at their individual level. Student growth is enhanced when all stakeholders share in the development and education of the child. Our school focus is built around three overarching school goals designed to foster a) student growth and development in literacy, numeracy and social emotional well-being b) meaningful staff collaboration and wellness and c) meaningful partnerships with parents and caregivers.

Community Profile

Our student population draws from Callingwood and Callingwood South. In Callingwood 67% of housing consists of multiple family dwellings while Callingwood South has no single family housing. The socio-economic mix tends toward a lower middle-income demographic. The school is located in close proximity to the Lois Hole Library, Jamie Platz YMCA and Callingwood Twin Ice Arenas. We are fortunate to have four neighbourhood daycares that service our school, providing transportation for many of our students, as well as fixed route bussing which serves students living in the Callingwood South community.

Programs and Organization

Students in grades K to 6 are currently organized into integrated classroom groupings. We also have one Division Connections Program classroom with a full time teacher and full time educational assistant. Callingwood School is one of 41 Edmonton Public Schools participating in the third year of the Division Supported Equity Achievement Project. The Division is supporting project schools with resources, professional learning around research-based high impact instructional strategies in literacy and numeracy, teacher capacity building and data collection to monitor students' growth and achievement in literacy, numeracy and overall success. Callingwood has a strong music program offered to all students and is led by a music specialist. A wide range of extra-curricular programs are offered to enhance the education and development of the whole child as a contributing, caring and connected citizen of our community.

School Community Relationships

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

Alberta Reads Network (Wee Read) COBS Bread Co.op North Central- Good Buy to Hunger Campaign E4C Kids on Track The Family Centre

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).

Callingwood School will support students' growth in literacy and mathematics by using school wide research-based quality instruction as measured by triangulated evidence from a variety of data sources including, but not limited to, CAT 4, LeNS, CC3, PATs, HLATs and reading levels. School wide focus on high quality practices in literacy and math and our participation in the Equity Achievement Project will allow us to target and achieve the following;

- An increase in the number / percentage of students reading at or above grade level.
- An increase in the number of student working at grade level in math.
- Push in supports in all classrooms to support our students' diverse literacy and mathematical needs will be implemented.
- Teachers will regularly investigate both universal and targeted instructional strategies with the support of the our school's Equity Achievement Project Literacy Lead Numeracy Lead Teachers.
- As the Equity Achievement Project foundational principles align with the OECD report, this work will support the success of our self identified First Nations, Metis and Inuit students
- This will be measured by data analysis of student reading and math levels as reported by teachers, CAT 4 results, Highest Level of Achievement (writing) Test results, Provincial Achievement Test Results, and Accountability Pillar and District Feedback Survey results.

Results Achieved:

- In the Spring of 2023, 63.4% of our students achieved at or above Stanine 4 (Canadian Norm) in their CAT 4 Reading Assessment . This is an increase of 10% from the CAT 4 Fall results and an increase of 7% from the previous year's results. This rate of reading growth exceeds the rates of the reading growth at the Division, catchment and EAP results.
- In the spring of 2023, 77.8% of our students achieved at or above Stanine 4 (Canadian Norm) in their CAT 4 Mathematics Assessment. This represents an increase of 7% from the Fall results and an increase of 5% from the previous year's results.
- In the spring of 2023, 73% of our students achieved at or above Stanine 4 in their CAT 4 Computation and Estimation Assessment. This is an increase of 17% as compared to the Fall results. The rate of growth in our students' achievement in math and computation skills exceeds the rate of growth for both the Division, catchment and EAP results.
- 56% of our students were reported by the teacher awarded reading levels to be reading at or above grade level. While this is not showing improvement of reading levels, it may represent inconsistency in teacher awarded reading levels and increased teacher expectations as a result of increased teacher capacity due toEAP training and professional learning in teaching, learning and assessment of students' reading skills.
- The decrease in the percentage of students achieving at or above grade level in HLATs writing is another evidence of increased teacher capacity and increased expectations of writing skills at each grade level.
- 70% of our students achieved the acceptable standards in their LA PATs and 4% achieved the standards of excellence. This is a significant increase from the previous year's results.

Callingwood School will engage in targeted action to advance positive change toward anti-racism and reconciliation. School wide focus on implementing key educational initiatives to allow us to target and track our growth and progress advancing the Division's Anti-Racism and Equity Action Plan.

We will regularly engage staff in professional development opportunities to build their capacity, understanding and implementing components of the Division's anti-racism and equity action plan with a focus on creating a safe, inclusive and equitable access to opportunities for success for all.

We will communicating with families using common language to maintain a sense of community and understanding.

We will be intentional in celebrating holidays and allow our students to celebrate and share about their culture, their background and their identity.

We will showcase the diversity of our community all around our school building so that our students become advocates for anti-racism, equity and reconciliation.

We will use the following data sources to measure our success; attendance, lates, participation in school wide events, behavioral incidents and log entries, Accountability Pillar Survey and the Division Satisfaction Survey.

Results Achieved:

- We have organized and met with 100% of our newcomer families and families new to our school to ensure that children and families feel a sense of safety, belonging and support. We invited Intercultural support workers to the various meetings to ensure clear communications and positive transition of families into our school community.
- We organized a number of events to build our staff and students' capacity toward anti-racism and reconciliation including First Nations & Metis and Inuit cultural learning,

smudging and cultural performances.

- In our catchment, principals began some work on their own PL last year regarding anti-bias work. In the first year of new goals, the group took time to establish the direction of the work, and is going to be spending a lot more time this year with focussed PL (including articles, books, and guest speakers).
- Our Alberta Education Assurance Measures, 81.7% believe that Callingwood is a welcoming, caring, respectful and safe learning environment and 81.9 % believe that we value and practice good citizenship.

Callingwood School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. School wide focus on implementing key educational initiatives to allow us to target and track our growth and progress toward achieving this goal.

We will build staff and students' capacity through the implementation of the MHCB modules. We will create a year plan for school spirit days that allow us to create a community where everyone belongs and feels safe and included.

We will expand our work with community partners to support the physical, mental and emotional needs of our students.

We will regularly schedule meetings with parents to ensure we create a strong partnership with our parents in service of our students.

Classes will use mental health capacity building strategies and tools such as Zones of Regulation, Circle Talks and Division Mental Health Consultants to support our staff and student as needed.

We will use the following data sources to measure our success; attendance, lateness, participation in school wide events, behavioral incidents and log entries, Accountability Pillar Survey and the Division Satisfaction Survey.

Results Achieved:

- 100 % of classes attended the Mental Health Capacity Building modules monthly. This allowed students to engage in this critical conversation and learn the tools and strategies to understand and regulate their emotions.
- Our students regularly engaged in talking/ sharing circles to identify problems and resolve conflict in a safe and positive way.
- Callingwood staff regularly organized spirit days and weeks to create a sense of togetherness and inclusivity of all members of our school community.
- Students organized events to give back to the community such as Hustle for Hunger and kindness messages to neighbors in our school community.
- Staff indicated a greater sense of empowerment and engagement in their Communities of Practice- CoPs.
- Staff have developed meaningful relationships and networks with others within the school, catchment and beyond.
- There is a sense of connectedness and belonging that was not there in the past
- Data indicates that there was a significant increase in teacher satisfaction with their CoP work

What were the biggest challenges encountered in 2022-2023?

- The impact of the learning interruption due to the pandemic continued in 2022-2023 to challenge us in meeting the needs of students with wide learning gaps and lacking foundational skills academically, socially and emotionally.
- Insufficient resources to offer targeted and small group interventions due to sheer number of students at every grade level who require such additional support.
- Callingwood School received more than 20 refugee students late in the school year and many of them were diagnosed with profound special needs. This shifted a lot of our resources to ensure the safety and wellbeing of our new students. This reduced the resources available to support teaching, learning and achievement.
- Despite all the challenges listed above and more, Callingwood staff continued to engage as members of the Equity Achievement Project in high quality, high impact professional learning, teaching and learning strategies and data driven decision making in support of our children's success.

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

- Continue to implement the high quality research-based high impact literacy and numeracy practices to build staff capacity and improve student achievement and success.
- Continue to enhance opportunities for collaboration within the school and the catchment to learn best strategies to meet the needs of our diverse learners and to efficiently utilize our resources in service of our children.
- Continue to track growth of our students and celebrate our incremental continuous improvement, not only in our students' literacy and numeracy scores, but also in their sense of belonging, safety and success.
- Continue to build leadership capacity at every level in our school to create communities of engaged professionals who are supported by colleagues and driven by their own sense of success and making a difference in shaping a future of dignity and fulfillment for our students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7237 Callingwood Elementary School

Assurance Domain	Measure	Callingwood Elementary 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	80.2	81.0	81.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.9	80.4	84.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	51.9	30*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.6	5*	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	88.4	95.7	96.9	88.1	89.0	89.7	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	82.5	82.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	71.3	76.9	76.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	78.1	80.7	71.9	79.1	78.8	80.3	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 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, students who have been at Callingwood School for at least one year, will demonstrate at least one year's reading growth by using school wide research-based quality instruction as measured by triangulated evidence from a variety of data sources including, but not limited to, CAT 4, LeNS, CC3, PATs, HLATs and reading levels. Achievement of this goal will be supported by our school wide focus on high quality practices in literacy as supported by The Equity Achievement Project will allow us to target the following:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Tracking of students' growth using school wide focus on Phonics and Phonemic Awareness to improve students' reading and writing skills.
- Tracking students' growth in reading using the Oral Reading Fluency (ORF).
- Building teacher capacity in data driven decision making by organizing small group instruction to address gaps in students' phonics, phonemic awareness and vocabulary building to improve reading and writing skills.

What data will you use to track continuous improvement?

Oral Reading Fluency assessment will be administered three times a year to track students' growth and organize for one-on-one or small group intervention. Tracking of student growth in their phonics and phonemic awareness skills using UFLI assessment to identify small group intervention. Data analysis of student reading levels as reported by teachers, CAT 4 results, Highest Level of Achievement

Division Priority 1

By June 2024, students at Callingwood School will demonstrate growth in numeracy as measured by the following data:

- Increase in the percentage of students participating in the CAT 4 and demonstrate growth toward average or above average scores (stanine 4 and above) according to the Canadian norms.
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 6 Math PAT.

Achievement of this goal will be supported by:

- Allocation of dedicated class time to identify and track students' math reasoning skills using school wide activities based on First Steps In Math.
- Teachers will regularly investigate both universal and targeted instructional strategies with the support of our school's Equity Achievement Project Literacy Lead Numeracy Lead Teachers.
- Using the Canadian Achievement Test 4 (CAT4) and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.

What data will you use to track continuous improvement?

Tracking of student growth in their math reasoning skills using First Steps In Math and Division created Math Reasoning Tracker. Data analysis of student math achievement levels as reported by teachers, CAT 4 results, Provincial Achievement Test Results, and Accountability Pillar and District Feedback Survey results.

By June 2024, students at Callingwood School will demonstrate growth in their sense of belonging and connection to school. Callingwood School and in partnership with Jasper Place Catchment Schools, will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. Achievement of this goal will be supported by:

- Development and implementation of a school wide plan to support meaningful relationship building between staff and students to support increased sense of belonging for students with low engagement indicators
- Intentional collaboration time to review progress towards the school plan based on indicators related to student engagement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs

What data will you use to track continuous improvement?

Monitoring monthly attendance data and teacher observations related to student connectedness. Through student focus groups, we will hear directly from students. Additionally, the 2024 Division Feedback Survey results, Alberta Education Assurance Survey, student connectedness from the Youth Resilience Survey and student attendance data for the year will be long term indicators of progress.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,824,851		2,700,656
Internal Revenue		0		0
REVENUE TOTAL		2,824,851		2,700,656
Classroom	16.160000	1,739,998	15.046000	1,620,050
Leadership	2.000000	264,338	2.000000	262,620
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,827	.000000	88,633
TOTAL TEACHER	18.160000	2,095,163	17.046000	1,971,303
(% of Budget)		74.17%		72.99%
Exempt (Hourly/OT)	.000000	25,000	.000000	25,000
Support	7.000000	423,675	7.000000	423,675
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	2.000000	131,604	2.000000	131,604
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	9.000000	596,279	9.000000	596,279
(% of Budget)		21.11%		22.08%
TOTAL STAFF	27.160000	2,691,442	26.046000	2,567,582
(% of Budget)		95.28%		95.07%
SUPPLIES, EQUIPMENT AND SERVICES		84,751		92,415
INTERNAL SERVICES		47,959		39,959
OTHER INTEREST AND CHARGES		700		700
TOTAL SES		133,410		133,074
(% of Budget)		4.72%		4.93%
TOTAL AMOUNT BUDGETED		2,824,852		2,700,656
Carry Forward Included		0		0
Carry Forward to Future		0		0