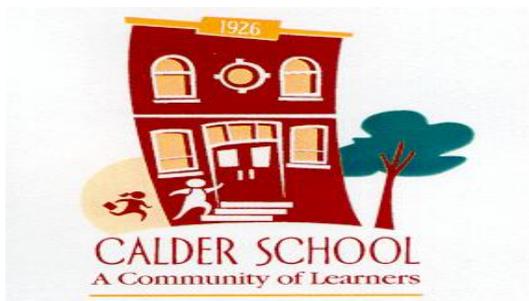


## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	236.000	Custodial	1.875000	Salaries	\$2,261,920	97%
Weighted	316.898	Exempt	0.000000	Supplies, Equip., Services	\$76,259	03%
Regular	245	Support	6.300000			
		Teacher	16.177000			
Year Opened	1928	<b>Total</b>	<b>24.352000</b>	<b>Total</b>	<b>\$2,338,179</b>	<b>100%</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, Concordia University, Edmonton Public Library (EPL), Edmonton Public Schools Foundation, Free Footie, Frontier College, Good Shepherd Anglican Church, King's University, MacEwan University, North West Edmonton Seniors Society, SEVA Foods, University of Alberta

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

### Results Achieved:

#### North Central Catchment Schools (NCCS)

**READING:** Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. In June 2020, 50% of the catchment's students were reading at or above reading level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions which may have included Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. At the high school level, the lack of diploma exam data for our COVID impacted years takes away a traditional growth measure, but it is significant to note that our three year high school completion rate improved by over 10% (58.2% - 68.8%).

**WRITING:** Over the past 6 years, we have seen that our students struggle to meet grade level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of reading.

**MATH:** 25 staff were involved in NCCS Math Cohort work (including Pre K-12 lead teachers, Catchment Coordinator, Principals and APs) for the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations & Place Value. 60% of respondents felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching math. MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above noted increase in our three year high school completion to reflect growth in the area of writing.

#### Calder School

**LITERACY:** In 2020-21, Calder School leveraged the 0.5 FTE of our Curriculum Coordinator to run Leveled Literacy Intervention (LLI). 15 students received LLI and all made gains in their reading levels (from 1/4 year growth to 1+ years growth). LLI instruction started in January 2021.

Calder School developed a literacy plan to focus on high quality daily guided reading. The goal of the plan was to increase teacher capacity in literacy program delivery with a focus on intervention and push-in support through a model of professional learning and coaching. 94% of our staff were confident or mostly confident in delivering high quality, pre-planned, and purposeful guided reading lessons.

Through Calder School's portion of Federal funding to support learning during the pandemic, 0.7 FTE of educational assistant (EA) support was provided for literacy intervention. The EA supported the teacher in teacher planning, gathering and organizing resources. The EA also worked with small groups of targeted students (including English language learners) for intervention.

**NUMERACY:** Calder School leveraged the experiences of the NCCS lead teacher to support teacher professional learning in math. Calder School implemented a daily "drop everything and do math" process school-wide as organized by the NCCS lead math teacher.

There was a 7.4% decline in students scoring "At or Above 60%" as measured by the MIPI common assessment. 42.9% of students achieved at or below grade level. In 2019-20, 51.5% of then Grade 6 students achieved at or above 60% on the MIPI. In 2020-21, 34.2% of our Grade 6 students scored at or above 60%. However, this Grade 6 cohort improved from Grade 5 when they were the lowest achieving group in 2019-20. This group went from 24.2% (at or above 60% on the MIPI) in 2019-2020 to 34.2%.

Another highlight was Grade two students. In 2019-20, 54.1% of Grade 2 students scored at or above 60% compared to 63.9% in 2020-21.

By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans. (Priority 2)

**Results Achieved:**

**NCCS Professional Learning and Collaboration**

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to their Inquiry-Based Professional Growth Plan. We conducted our NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21)

We learned there was a 10% increase from the 2019-20 school year in the percentage of the number of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IBPGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students, demonstrates the adaptability of the IBPGP to address emergent and pressing issues in NCCS classrooms. Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. During monthly collaboration meetings, staff were able to remain connected to problem solve, share ideas and indicated they felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

Highlights of the survey results indicated:

- 84% of staff agreed or strongly agreed that the IBPGP helped them meet their professional learning goals, an increase of 10% from results in 2019-2020
- 78% agreed that their IBPGP was a living document that evolved through the year, an increase of 15% from results in 2019-2020
- staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years). 45% of staff indicated they are reflecting on their progress monthly or more frequently 35% of staff indicated they are measuring progress towards meeting their goals monthly
- 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
- 92% of staff felt it impacted their professional learning

**Calder School Professional Learning**

At Calder School, staff continued to pursue professional learning (PL) related to high quality guided reading planning and practices. The goal was to increase teacher capacity in literacy program delivery with a focus on intervention and push-in support by the classroom teacher through a model of professional learning and coaching. Calder staff engagement determined topics for learning. Staff were asked to rate the importance of a variety of literacy skills & topics in supporting student success. Student engagement, organizing for instruction, and school-wide writing initiatives were valued most by staff in the survey. Staff participated in 13 sequenced professional learning sessions during early Thursday staff meetings delivered by the Curriculum Coordinator. Topics included: effective intervention; lesson design; running record assessment; and teaching phonics, word work, comprehension, writing about reading. Three additional PL opportunities took place during school-based professional development days. Topics included improving diagnosis of reading behaviour; leveraging Running Records; and modeling push-in support. In an exit survey, 94% of our staff were confident or mostly confident in delivering high quality, pre-planned, and purposeful guided reading lessons.

In support of the whole child, by June 2021, Calder School results will demonstrate growth in the area of safe, caring, respectful schools and community citizenship as measured by the Alberta Accountability Pillar survey, the Edmonton Public Schools Division Feedback survey, and internal school metrics. (Priority 2 & 3)

### **Results Achieved:**

Our focus as it relates to the OECD recommendations for policies and practices to support success for all students this year was specifically the importance of leadership at the school level to provide whole school sustained improvement to provide positive and effective learning environments. As part of school improvement planning for the 2020-21 school year, Calder School staff identified and implemented a quality school-wide character education program based on the "Bucket Fillers" series of children's books. The program intends to lead students to a more kind, caring school which has made each student's school experience better and improved student readiness to learn. This program benefits all students including students who are Indigenous by providing a positive learning environment at Calder School. Throughout each month, learning activities and classroom moments focus on our students as they fill up each other's buckets through acts of kindness. At the end of each month, we celebrate all of the bucket-filling in a school-wide assembly where we also acknowledge the kindness of select students by awarding them with high interest books to keep and take home. Nearly half of our students read below grade level, so prizes of high interest books supports our focus on improving literacy.

### **Citizenship**

Our school saw a decline in students who are satisfied that students model the characteristics of active citizenship, from 62.7% to 54.3% as measured on the Alberta Education Accountability Survey. However, there is stability when comparing the 3-year rolling averages of the percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. The 2018-2020 response average for students was 55.7% and the 2019-2021 rolling average response rate is 55.4%.

### **Safe and Caring Schools**

On the EPSB accountability survey, 90% of students felt safe in their school community. Likewise, 89% of parents agreed or strongly agreed that their child feels included in the school community. There was a 2.6% increase to the percentage of students that agree that "students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school." as measured on the Alberta Education Accountability Survey.

### **What were the biggest challenges encountered in 2020/21?**

- In general, the COVID-19 pandemic
- Lack of available staff due to illness
- Consistent attendance and participation during emergent remote learning
- Student levels of emotional regulation, mental wellness, and circumstances related to social vulnerability adversely affects our students' readiness to learn
- Student reading achievement declined
- Many families face unstable housing situations, high mobility rates, and general socio-economic inequity
- Identifying and accessing community services to support learners and families are continually necessary
- Community partnerships and involvement, and parental engagement is significantly impacted with limited physical access to the school and students due to the Covid-19 pandemic
- Transitioning to online learning created challenges as many families living in the socially vulnerable community of Calder had limited access to internet and devices

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

On a staff engagement survey, 36.1% of our NCCS teachers have less than 5 years experience teaching math. One of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom.

### **What are the implications from 2020/21 that will impact your current year plan?**

- Equity Achievement Project will help support catchment work using best practices
- CAT-4 data will be used to direct programming

- Federal funds to provide additional supports during the pandemic are unavailable this year
- Government of Alberta "Learning Loss Program" will direct interventions
- Common data collection among NCCS schools
- The project involving Dr. Michael Unger will provide professional learning, diagnostic testing, best practices as it relates to youth resilience
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP
- Division-wide re-entry plan that addressed specifics as well as our individual school plans
- Re-establishing a sense of school community with our students, families, and partners
- Supporting staff with personal, emotional and mental wellness; taking care of our staff
- Staggered entry
- Ensuring that students feel safe at school
- Build our catchment knowledge and awareness of how to contribute to ending systemic racism in our schools

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Calder School (7113)



Assurance Domain	Measure	Calder School (7113)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	64.0	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	54.3	79.2	77.9	Very Low	Declined Significantly	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	44.2	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	3.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	84.8	85.2	85.3	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	65.7	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	72.5	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	81.6	80.5	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

**Division Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**Success Goal 1**

By June 2022, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by regular monitoring of each child's progress and shared assessment measures. (Priority 1)

Priority 1

**Success Goal 2**

By June 2022, collaboration, and job-embedded professional learning, will support all staff to enhance their instructional practice as measured by internal measures and Inquiry Based Professional Growth Plans. (Priority 2)

Priority 2

**Success Goal 3**

In support of the whole child, by June 2022, Calder School results will demonstrate growth in the area of safe, caring, respectful schools and community citizenship as measured by the Alberta Accountability Pillar survey, the Edmonton Public Schools Division Feedback survey, and internal school metrics. (Priority 2 & 3)

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,350,226		2,338,179
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,350,226</b>		<b>2,338,179</b>
Classroom	14.210500	1,461,294	14.177000	1,457,849
Leadership	2.000000	243,779	2.000000	243,435
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	28,120
<b>TOTAL TEACHER</b>	<b>16.210499</b>	<b>1,740,073</b>	<b>16.177000</b>	<b>1,729,404</b>
<b>(% of Budget)</b>		<b>74.04%</b>		<b>73.96%</b>
Exempt (Hourly/OT)	.000000	23,000	.000000	23,000
Support	6.000000	343,086	6.300000	360,191
Support (Supply/OT)	.000000	12,000	.000000	10,000
Custodial	1.875000	136,325	1.875000	136,325
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
<b>TOTAL NON-TEACHER</b>	<b>7.875000</b>	<b>517,411</b>	<b>8.175000</b>	<b>532,516</b>
<b>(% of Budget)</b>		<b>22.02%</b>		<b>22.77%</b>
<b>TOTAL STAFF</b>	<b>24.085499</b>	<b>2,257,484</b>	<b>24.352000</b>	<b>2,261,920</b>
<b>(% of Budget)</b>		<b>96.05%</b>		<b>96.74%</b>
SUPPLIES, EQUIPMENT AND SERVICES		39,166		33,179
INTERNAL SERVICES		53,576		43,080
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>92,742</b>		<b>76,259</b>
<b>(% of Budget)</b>		<b>3.95%</b>		<b>3.26%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,350,226</b>		<b>2,338,179</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0