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Calgary Board of Education

Alberta Education Outcomes

- *Alberta's students are successful.*
- *First Nations, Metis, and Inuit students in Alberta are successful.*
- *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.*
- *Alberta's K-12 education system and workforce are well-managed.*

CBE Results Policies

- *Results 1: Mission*
- *Results 2: Academic Success*
- *Results 3: Citizenship*
- *Results 4: Personal Development*
- *Results 5: Character*

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Colonel Sanders School

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School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Students achieve excellence in literacy and mathematics.

Outcome One: Students will use specific vocabulary when representing their understanding.

Celebrations

- Grade 1 students increased in their ability to understand and use specific Science Vocabulary from the Earth Systems and Living Systems Organizing Ideas by 25%age points and 35.5%age points.
- Grade 2 students increased in their ability to understand and use specific Science Vocabulary from the Energy: Organizing Ideas by 10%age points.
- Grade 3 students increased in their ability to understand and use specific Science Vocabulary from the Living Systems and Earth Systems Organizing Ideas by 18.5%age points and 45%age points.
- Grade 4 students increased in their ability to understand and use specific Science Vocabulary from the Living Systems and Earth Systems Organizing Ideas by 51%age points and 91%age points.

Areas for Growth

- One grade level was participating the Social Studies Pilot program to provide feedback to CBE and Alberta Education; this led to condensing the Social Studies Curriculum in order to provide feedback for each Organizing Idea
    - To align the Social Studies concepts with Science, this also meant that there was a reorganization of the Science Organizing Ideas
    - This may have led to a lesser amount of time to work on deep understanding of the selected vocabulary; thus using the CBE's Science Scope and Sequence document which lays out the Organizing Ideas for a specified amount of time is a tool we could use to ensure access to instruction per Organizing Idea in Science
- On the Assurance Framework Survey there was a decrease of 9%age point from the 2023-2024 to the 2024-2025 school year.

Next Steps

- The remaining Science Organizing Ideas for each grade level need to be addressed in terms of:
    - specific vocabulary selection
    - pre-assessment data
    - explicit instruction using the Frayer Model to build understanding for each selected term

    - post assessment data
- To increase awareness of student engagement within the school, we will intentionally focus on how we are communicating with families around activities within the school (both academic and social)

Our Data Story:

When we looked at the Assurance Framework Survey, we noticed that a focus was needed on Student Growth and Achievement, as well as Student Learning Engagement. The data table below shows the Student Learning Engagement portion of the Assurance Framework, from the student's perspective, decreased from the 2022-2023 to the 2023-2024 school years by 13.5%age points. To target the above areas, we wanted to focus on Science as this was a new curriculum for our teachers and students. We wanted to focus our work on student engagement as well as achievement. Using the new Science Curriculum would also allow for professional learning about the new curriculum as well as focused time to implement the new School Development Plan focus.

Below is a screenshot from The Assurance Framework Survey s.1 Students Learning Engagement – Measure History

	Colonel Sanders School												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	137	88.6	137	91.1	150	91.1	144	86.1	135	84.6	Intermediate	Declined	Issue
Parent	29	93.0	36	96.2	44	96.2	36	96.2	26	87.2	Intermediate	Declined	Issue
Student	88	72.8	81	78.6	84	77.0	86	63.5	88	68.2	Intermediate	Maintained	Acceptable
Teacher	20	100.0	20	98.3	22	100.0	22	98.5	21	98.4	Very High	Maintained	Excellent

We also wanted to bring more consistency to routines within the school, as this would increase students' well-being since knowing what we are doing, why we are doing it and how it will be done brings a sense of calm. We decided to continue our work with:

- Learning Intentions – what we intent to teach – 'I am learning to….'
- Success Criteria – how we know we have been successful – 'I can….'

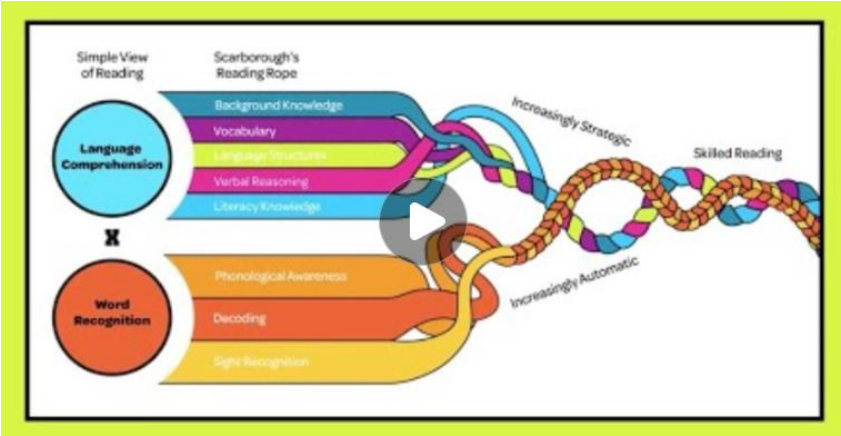
As well, having a number of students who are learning English as an Additional Language (EAL) we wanted to focus on linguistic vocabulary when speaking and writing.

The 2024-2025 School Year was the first year of implementation for the new Science Curriculum. Teachers participated in the following Professional Learning Opportunities by the Calgary Board of Education:

- Clarifying Learning Outcomes and Creating a Responsive Learning Environment
- The Responsive Learning Cycle: Moving Learning Forward

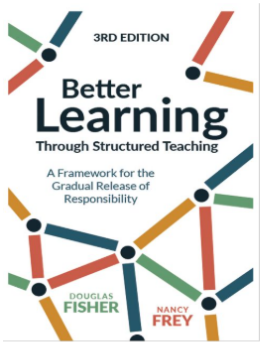
- What Students Say Matters: Navigating Classroom Complexity
- Effectively Communicating Achievement: Clear and Meaningful Reporting

As well, there was a school based Non-Instructional day which focused on how to explicitly teach scientific vocabulary. Below are some screenshots of the learning on that day.



https://www.youtube.com/watch?v=_l8pzySr2bI

Explicit Vocabulary Instruction



Cognitive Apprentice

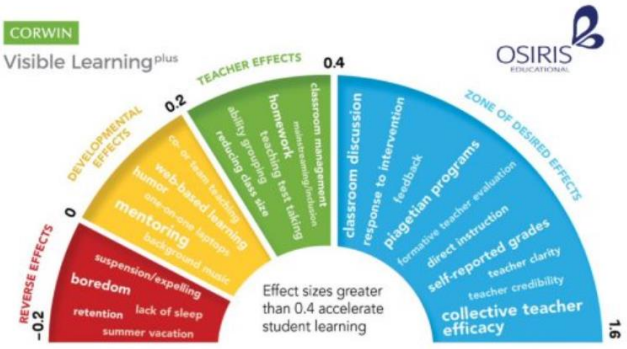
How will we engage our learners with new vocabulary?

The **goal** is for learners to use vocabulary during their observations, conversations, and products during assessment periods

Reminder – students are not assessed on content during group work, group work skills may be assessed based on the area of the curriculum and/or program of studies which you are assessing

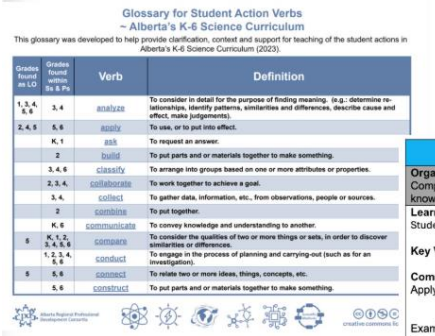
Research

Vocabulary instruction has an effect size of .67



Visible Learning Barometer of Influences. (c) 2019 Corwin and Osiris

Where Our Work Started



Glossary for Student Action Verbs
~ Alberta's K-6 Science Curriculum

This glossary was developed to help provide clarification, context and support for teaching of the student actions in Alberta's K-6 Science Curriculum (2023).

Grades found as LO	Grades found within Ss & Ps	Verb	Definition
1, 3, 4, 5, 6	3, 4	analyze	To consider in detail for the purpose of finding meaning. (e.g.: determine relationships, identify patterns, similarities and differences, describe cause and effect, make judgements).
2, 4, 5	5, 6	apply	To use, or to put into effect.
	K, 1	ask	To request an answer.
	2	build	To put parts and or materials together to make something.
	3, 4, 6	classify	To arrange into groups based on one or more attributes or properties.
	2, 3, 4,	collaborate	To work together to achieve a goal.
	3, 4,	collect	To gather data, information, etc., from observations, people or sources.
	2	combine	To put together.
	K, 6	communicate	To convey knowledge and understanding to another.
6	K, 1, 2, 3, 4, 5, 6	compare	To consider the qualities of two or more things or sets, in order to discover similarities or differences.
	1, 2, 3, 4, 5, 6	conduct	To engage in the process of planning and carrying-out (such as for an investigation).
5	5, 6	connect	To relate two or more ideas, things, concepts, etc.
	5, 6	construct	To put parts and or materials together to make something.

Calibration Part 1
Vocabulary for Organizing Idea – Computer Science Grade 4

Organizing Idea
Computer Science: Problem solving and scientific inquiry are developed through the knowledge application of creativity, design, and computational thinking.

Learning Outcome:
Students examine and apply design processes to meet needs.

Key Verb within the Learning Outcome: Examine and Apply

Common Understanding of these verbs:
Apply - To use, or to put into effect.
As grade 4 teachers our assessment of this Organizing Idea and Learning Outcome will need to include XXXX.
Examine - To carefully and in detail consider the nature and characteristics of something in order to find out more about it.
As grade 4 teachers our assessment of this Organizing Idea and Learning Outcome will need to include XXXX.

Key Terms	Common Understanding of the Term
Design processes include understanding the problem:	
forming ideas (ideating)	
planning	To decide on or make a plan for
creating	To use knowledge, reasoning and understanding to put elements together to form something new or original

Application – Sentence and Picture

Create a sentence using the target vocabulary. This could be a class generated sentence that would ground the learning that has taken place over the last lesson or two.

Definition	**Sentence**
the largest bodies of water on Earth and are made of saltwater Animals that can live in oceans are: whales, turtles, sharks	Oceans are very large so the biggest animals in the world live in it and huge ships can travel across it.

Word Ocean

Example	**Picture**	**Non-Example**
there are 5 oceans: Atlantic, Pacific, Indian, Artic and Southern Oceans		A body of water surrounded by land is a lake; most lakes are fresh water, but some can be salt water

Teachers then had time to work within their teams to identify the specific vocabulary for an upcoming Organizing Idea, identify the specific vocabulary targets, select a method for pre and post testing, as well as begin to create their understanding of the identified vocabulary using a Frayer Model.

Teachers were provided a graphic organizer as well as a sample which supported them to document the vocabulary words within each Organizing Idea, as well as identify the key terms for focus within the pre and post assessment.

This process took longer than was originally thought because once we began to analyze an organizing idea we realized how many vocabulary words there were, teachers needed to identify what they believed to be the most important vocabulary for the Organizing Idea. Many conversations took place regarding transferable vocabulary and concept specific vocabulary, which words are 'most' important in expressing an understanding of the targeted outcomes within the Organizing Ideas.

Science Report Card Data – January and June

Below are proficiency levels which compare January 2025 with June 2025 for the Science Stem ~ Demonstrates knowledge and understanding of concepts.

	Term	S1					Y1					Totals
	Indicator	1	2	3	4	ELL	1	2	3	4	ELL	
Course	Stem											
Science 1	Demonstrates knowledge and understanding of concepts	1.1%	12.6%	22.6%	13.7%	0.5%	1.6%	11.1%	18.4%	17.9%	0.5%	100.0%
Science 2	Demonstrates knowledge and understanding of concepts	0.5%	10.1%	25.5%	13.8%	0.5%	1.1%	6.4%	25.0%	16.0%	1.1%	100.0%
Science 3	Demonstrates knowledge and understanding of concepts	0.5%	26.7%	18.3%	4.5%		0.5%	14.9%	26.2%	7.9%	0.5%	100.0%
Science 4	Demonstrates knowledge and understanding of concepts	0.5%	18.1%	26.1%	5.3%		0.5%	10.1%	25.0%	14.4%		100.0%
Totals		0.7%	17.1%	23.0%	9.2%	0.3%	0.9%	10.7%	23.7%	13.9%	0.5%	100.0%

The above data shows that across all grades there has been an increase in numerical indicators from term one (January) to term two (June). Students are understanding and applying their understanding of identified scientific vocabulary. The above data pull shows that explicit instruction of specific vocabulary allowed students to competently and precisely demonstrate their understanding within Science concepts. In 2024-2025 our student population was 54.7% English as an Additional Language Learners (EAL). This data also shows that almost all our EAL students were able to demonstrate their understanding of the curriculum using the targeted vocabulary, continued work within the focus of Science vocabulary is required.

Insights and Next steps:

The above data highlights the importance of:

- using the CBE's Scope and Sequence document for Science,
- grade level teachers identify specific vocabulary which are key terms within each Science Organizing Idea,
- teachers coming to a common understanding of each targeted vocabulary word, and
- explicitly teaching for understanding of the targeted vocabulary word using the Frayer Model.

The next steps will include identifying vocabulary for the remaining Science Organizing Ideas, pre-assessing, explicitly teaching and a post-assessment to gather data regarding the teacher actions which lead to student outcomes.

As well, we need to communicate what we are teaching with our parent population so they can understand how students are engaging in their learning.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Colonel Sanders 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	84.6	86.1	89.4	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	85.6	87.2	89.6	79.8	79.4	80.4	Very High	Declined	Good
	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	94.4	94.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	92.6	93.4	84.4	84.0	84.9	High	Declined	Acceptable
	Access to Supports and Services	86.9	89.4	89.0	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	89.0	85.5	88.5	80.0	79.5	79.1	Very High	Maintained	Excellent