cbe.ab.ca

Calgary Board of Education

Colonel Sanders School
226 Northmount Dr NW, Calgary, AB T2K 3G5 t | 403-777-6034 f | 587-933-9783 e | ColonelSanders@cbe.ab.

SchoolSchool Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).
This report includes results relative to the goals and outcomes set in the 2025-26 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 their understanding and use of Scientific Vocabulary across all Organizing Ideas with Living Systems showing a 24%age point increase
- Grade 2 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Matter showing a 31%age point increase
- Grade 3 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Earth Systems showing a 27.5%age point increase
- Grade 4 students increased their understanding and use of Scientific Vocabulary across all Organizing Ideas with Earth Systems showing a 65%age point increase
- .

Areas for Growth:

- When we analyzed our EAL student's Language Proficiency Level (LP 1 and 2) with their Proficiency Level (numerical indicator) in Science, we noticed that our students who are newer to acquiring English needed different supports than those that were originally identified (see further data below)

Next Steps

- In August 2026, grade level teachers were provided with time to review their targeted words for each Organizing Idea, discussion regarding each word occurred as well as discussions regarding pre and post assessment data collection
- In August 2026, grade level teachers reviewed the specific strategies they selected for Orographic Mapping, grade levels discussed if these were the strategies that they wanted to continue for the 2026-2027 school year
- Implementation of the 4-step orthographic mapping process for selected words for each organizing idea will continue for the 2026-2027 school year
- Kindergarten was just added to our school in August 2026, the new kindergarten teachers worked with administration as well as the Class Size Reduction Teacher to begin to identify words from the kindergarten science curriculum which they will target for the SDP

Our Data Story:

Colonel Sanders School is an Alternative Program within the CBE, a Traditional Learning Centre. Teachers use the Gradual Release of Responsibility Model when teaching. Just over 53% of our students during the 2025-2027 school year were identified as English as an Additional Language Learners. Colonel Sanders School also is proud to share that there are 22 birth locations for our students and staff. This data shows the diversity within our school. Last year was the second year in which teachers were using the New Science curriculum. During our first year with the new curriculum, we noticed the depth of vocabulary that was needed to express understanding of the concepts within the new curriculum. Last year was our opportunity to review the work from 2024-2025, continue to build our work in 2025-2026 with some refinements based on what we learned through data collection. During the 2025-2026 school year there was some disruption with the Alberta Teachers' Strike, staff returned to school continuing the work we began prior. The data will show some areas which were not addressed due to labour action.

Teachers within each grade level collected data to show students' understanding of specific science vocabulary prior to being taught, as well as captured the growth within their grade level for each organizing theme.

As a school we wanted to measure our attainment of the goal using:

- the Assurance Framework Survey which teaching staff and grade 4 families complete,
- the Report Card indicators,
- as well as our EAL Benchmarks.

With the Assurance Framework Survey, we monitored the engagement levels of students as reported by teaching staff, parents/guardians, and students. The Science Report card indicators showed the depth of understanding our students could communicate using the targeted vocabulary, and the EAL Benchmarks would target the understanding of our students who are acquiring English.

During the school year, we took time to specifically look at our EAL students, comparing their Language Proficiency Level (LP) with their Proficiency Level (numerical indicator) in Science on the February Report Card. As a school we noted that our students who are EAL were needing different strategies when being taught Scientific vocabulary.

A professional learning opportunity on Orthographic Mapping occurred and each grade level selected strategies to target a specific part of the 4-steps method for learning content specific vocabulary. This method and the strategies come from Making Words Stick – A Four Step Instructional Routine to Power Up Orthographic Mapping by Molly Ness and Katie Pace Miles. Within their book, they speak to the importance of activating the Frontal, Temporal, Parietal, and Occipital Lobes of the brain when learning new words. The strategies which grade levels selected allow all parts of the brain to work to learn these words.

Teacher data showing student growth per grade and organizing idea during the 2025-2026 School Year:

Grade Level	Organizing Idea – Science	**%age Point Increase from first assessment to last**
Grade 1	Matter	**23%age** Point Increase
	Energy	**18%age** Point Increase
	Earth Systems	**20%age** Point Increase
	Living Systems	**24%age** Point Increase
	Computer Science	**9%age** Point Increase
	Scientific Method	**16%age** Point Increase
Grade 2	Earth Systems	**N/A%age** Point Increase
	Matter	**31%age** Point Increase
	Energy	**27%age** Point Increase
	Living Systems	**27%age** Point Increase

	Computer Science	**N/A%age** Point Increase
	Scientific Method	**N/A%age** Point Increase
Grade 3	Matter	**19%age** Point Increase
	Energy	**18%age** Point Increase
	Earth Systems	**27.5%age** Point Increase
	Living Systems	**N/A%age** Point Increase
	Computer Science	**N/A%age** Point Increase
	Scientific Method	**N/A%age** Point Increase
Grade 4	Matter	**31%age** Point Increase
	Energy	**28%age** Point Increase
	Computer Science	**20%age** Point Increase
	Space	**23%age** Point Increase
	Earth Systems	**65%age** Point Increase
	Living Systems	**40%age** Point Increase
	Scientific Method	**12%age** Point Increase

Thus, we can see that the instruction that is provided is having a positive impact on students' learning and using specific Science vocabulary.

As well, when comparing term 1 and term 2 Proficiency Levels (numerical indicators) for the Science Stem Demonstrates Knowledge and Understanding of Concepts we also noted an increase across the proficiency levels within our school. Our students were demonstrating a higher level of understanding (i.e. there were more students achieving 3s and 4s on their June report card).

Assurance Framework – Spring 2026

As a school we have been tracking our students' Engagement through Students Learning Engagement within the Assurance Framework Survey. This past year we moved from 84.6% of parents, students, and teachers believing that students are engaged to 87% of parents, students and teachers believing that students are engaged. Teachers have been working to increase student engagement by posting Learning Intentions (We are learning to…) and Success Criteria (I can…), and for the SDP a specific focus on vocabulary development.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	**87.0**	84.6	87.2	**84.2**	83.9	84.0	High	Maintained	Good
	Citizenship	**90.5**	85.6	88.6	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	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**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**94.4**	93.6	94.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**93.1**	89.6	92.5	**85.8**	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	**91.1**	86.9	89.0	**79.5**	80.1	80.2	Very High	Maintained	Excellent
Governance	Parental Involvement	**91.5**	89.0	88.9	**79.9**	80.0	79.5	Very High	Maintained	Excellent