

**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

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: Student foundational skills in literacy will improve.

Outcome One: *Students will improve in phonological awareness and decoding skills.*

Outcome Two: *Students will engage in a comprehensive vocabulary program to build reading comprehension.*

Celebrations

- Improvement in Grades 1-3 LeNS and CC3 data within the school year, September 2024 to June 2025
- English as Another Language and students who self-identify as Indigenous learners are achieving at the same level as the total school population in the report card stem “reads to explore and understand.”
- OURSchool survey results show improvement from last year in students’ ability to control their emotions and remain focused on a task. Results in Grades 4/5 increased 8% and Grade 6 students had a 6% increase.

Challenges

- Year-over-year September LeNS and CC3 results indicate a high percentage of students requiring additional support.
- Decline or no increase in achievement in the Dibels Core Maze assessment indicating a need for more meaningful and motivating tasks to develop vocabulary.
- OURSchool results for self-regulation are below Canadian norms.
- Report card and Early Years Assessment data is not aligned, signifying a need for calibration.

Next Steps

- Ensure students have a variety of ways to learn how to read and construct words to build vocabulary. Resources will include “Phonics A to Z” by Blevins, “Bug Club Morphology” by Filewych and “Morpheme Magic” by Glaser.
- Engage students in rich and varied language experiences.
- Increase focus and regulation using a variety of mindfulness strategies and circle protocol.
- Examine and refer to the Calibration Protocol and Reading Rubrics from Insite.

Our Data Story

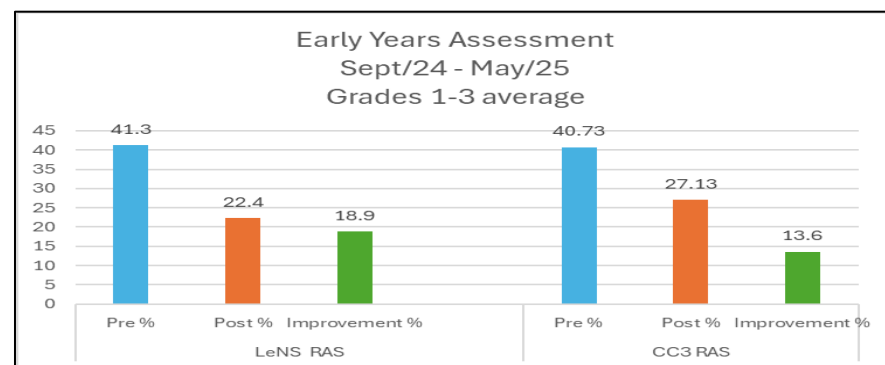
Annie Foote's 2024-2025 School Development Plan centered on improving foundational skills in literacy. As evidenced in fall 2024 and 2025 Early Year Assessment Measures, over 40% of our students from Grades 1 to Grade 3 are "requiring additional support" in the LeNS and CC3 assessments. Of note is that students' results in the LeNS and CC3 improve over the course of the year but year over year data suggests that continuous progress is not being made.

After examining report card data in the "Reading to explore and understand" stem for Grades 1 to 3, it was noted that an average of 7.3% of students received a 1 in June, 2025.

However, the LeNS and CC3 assessments indicated over 20% of students requiring additional support. This data would suggest that calibration, especially at Grade 1, is an area of growth for teachers.

Examination of report card data showed a slight increase in achievement in the "Reading to explore and understand" stem with fewer 1s and more 4s, especially in Grades 4 and 5.

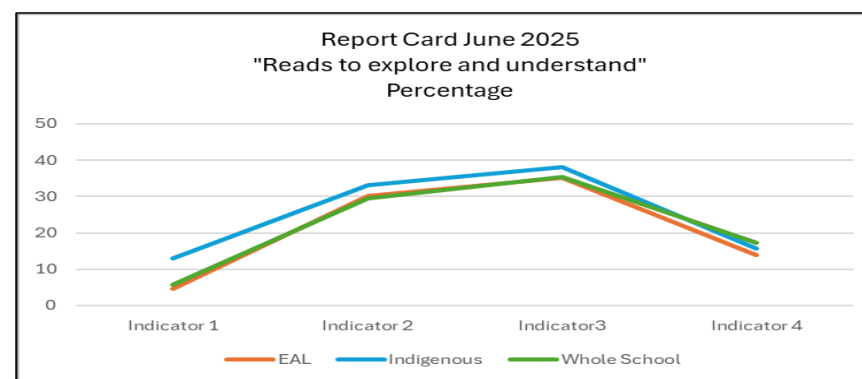
When looking at disaggregate data, it was noted that our English as an Additional Language and Indigenous students are achieving at the same levels as our total school population in the report card stem "reads to improve This is indicative of the Truth and Reconciliation, Diversity and Inclusion actions implemented at the school.



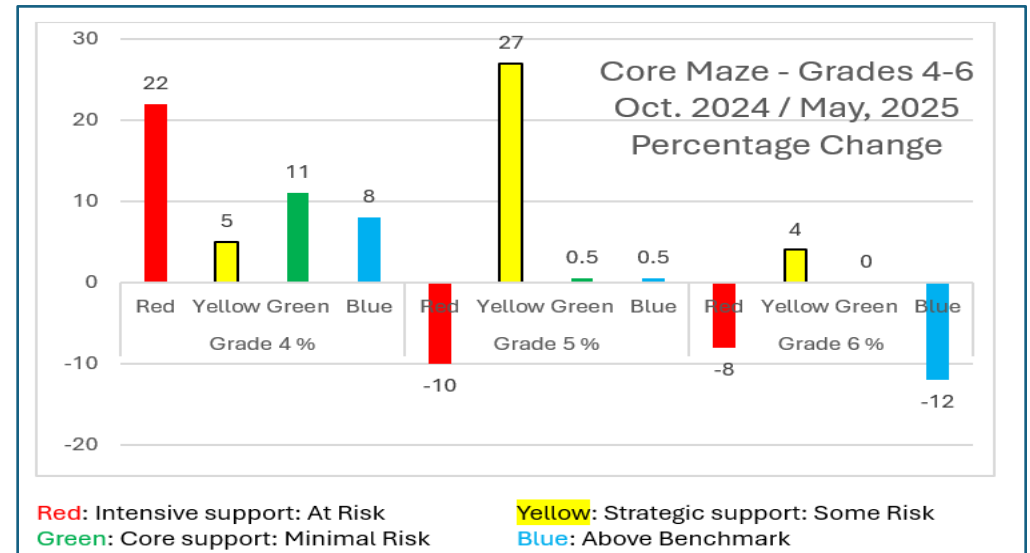
Report Card Data – June 2024, June 2025

| Stem: Reads to explore and understand (%) | | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---|---------|-------------|-------------|-------------|-------------|
| June 2024 | Grade 1 | 15.4 | 34.6 | 26.9 | 23.1 |
| | Grade 2 | 16.2 | 35.1 | 29.7 | 18.9 |
| | Grade 3 | | 35 | 55 | 10 |
| | Grade 4 | 6.5 | 25.8 | 48.4 | 19.4 |
| | Grade 5 | 5.6 | 47.2 | 36.1 | 11.1 |
| | TOTAL | 9.2 | 35.7 | 38.3 | 16.8 |

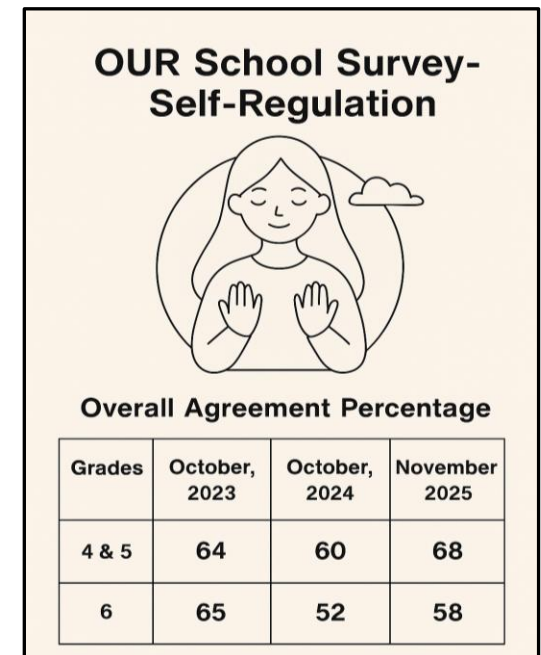
| Stem: Reads to explore and understand (%) | | Indicator 1 | Indicator 2 | Indicator 3 | Indicator 4 |
|---|---------|-------------|-------------|-------------|-------------|
| June 2025 | Grade 1 | 14.29 | 28.57 | 27.55 | 22.45 |
| | Grade 2 | 6.92 | 17.44 | 37.21 | 20.93 |
| | Grade 3 | 1.33 | 29.33 | 42.67 | 12 |
| | Grade 4 | 4 | 28 | 40 | 12 |
| | Grade 5 | 1.85 | 44.44 | 29.63 | 18.52 |
| | AVERAGE | 5.7 | 29.6 | 35.4 | 17.2 |



Teachers have been working collaboratively in Professional Learning Communities and in Collaborative Teams to discuss Tier 2 strategies and examine data throughout the year to develop tasks to move their students' learning forward. In Division 2 specifically, teachers have been using explicit instruction to build vocabulary. Dibels Core Maze data was used to monitor student progress. The results indicate that students in grade 4 advanced more than the others. This data requires further examination to determine why scores in grade 5 and 6 maintained or decreased.



Our well-being actions in the 2024-2025 School Development Plan include building social-emotional skills, regulation skills and confidence in learning. Teachers have been implementing mindfulness strategies such as core breathing. Our division 1 students are working towards understanding the terminology in Zones of Regulation. All classes have also been engaged in circle practices to foster wellbeing. As a result, the OURSchool Survey shows an increase in students' ability to consciously control their emotions and behaviours and maintain focus on a task.



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 | Annie Foote 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 | 83.1 | 83.0 | 86.3 | 83.7 | 84.4 | 84.8 | n/a | Maintained | n/a |
| | Citizenship | 76.4 | 76.5 | 81.4 | 79.4 | 80.3 | 80.9 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | n/a | n/a | n/a | 80.4 | 80.7 | 82.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.1 | 88.6 | 87.3 | n/a | n/a | n/a |
| | PAT6: Acceptable | n/a | 63.6 | 63.6 | n/a | 66.2 | 66.2 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | 9.1 | 9.1 | n/a | 18.0 | 18.0 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | n/a | n/a | n/a | 62.6 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | n/a | 15.5 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | 80.3 | 80.3 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 21.2 | 21.2 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 91.2 | 92.0 | 92.9 | 87.6 | 88.1 | 88.6 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 81.5 | 81.9 | 86.3 | 84.0 | 84.7 | 85.4 | n/a | Maintained | n/a |
| | Access to Supports and Services | 86.0 | 87.3 | 84.1 | 79.9 | 80.6 | 81.1 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 76.8 | 83.8 | 80.3 | 79.5 | 79.1 | 78.9 | Intermediate | Maintained | Acceptable |