



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

Annie Foote School

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-24 School Goals

- Reading Comprehension
- Representing mathematical thinking
- Regulation and Relationships

Our School Focused on Improving

- Reading comprehension
- Representing mathematical thinking
- Regulation and Relationships

We chose to focus on Reading Comprehension for our literacy goal as our student data as measured on provincial assessments (LeNS, CC3) indicated that gaps in foundational skills were limiting students' ability to comprehend what they were reading. We also noticed that 11.7% of our students did not meet grade level in the report card stem, "Reads to explore and understand".

Student achievement data collected on the Numeracy Screening Assessment showed that students' understanding of number was an area of growth. Even when students were able to perform mathematical tasks, they were unable to explain or extend their reasoning.

66.13% of students indicated that they share ideas and ask questions in mathematics.

56.25% of students enjoy working on challenging problems in mathematics and

79.69% think deeply and slowly when solving mathematics problems.

Our well-being goal was focused on two areas, regulation and relationships. We chose to implement core breathing exercises from the MindUp! Program as 68% of students in the school indicated they had positive self-regulation. Students' CBE Student Survey data, OurSCHOOL data and the Alberta Education Assurance measures indicated that:

60% of our Grade 5 and 6 students feel they are safe from bullying. Most bullying is reported to be happening on the playground.

27.85% of students feel they are bullied by someone or some people at school and

59% of parents agree that "students treat each other well at your child's school"

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

Grade 1	+9.05%
Grade 2	+34.62%

CC3 – Changes in not at risk-population

	Regular Words	Irregular Words	Non Words
Grade 2	+28.91%	+21.89%	+24.57%
Grade 3	+57.92%	+17.5%	+35.17%

Numeracy – Changes in not at-risk population

Grade 1	+20.33%
Grade 2	+17.45%
Grade 3	+37.33%

Along with improvements on these standardized assessments, we noticed an improvement in our students' willingness and openness to discuss math challenges. Teachers completed a staff survey showing that 80% engaged in 2-3 number talks a week.

Our students' perception on the Alberta Education Assurance Measures from last year to this year in relation to the statement "I understand what I read" has increased 12.82%.

Of interest is the difference in regulation perception data between the OURSchool Survey and a Student Survey completed at the school. The OURSchool survey showed that 60% of students in Grades 4 and 5 and 57% of Grade 6 students feel they have the ability to self-regulate by controlling their emotions and behaviours. Yet, the Student Survey indicated that 77.3% of students use regulation strategies at least once a week.

The OURSchool Survey stated that 73% of students in Grades 4 and 5 and 67% of students in Grades 6 have positive relationships

On the Alberta Education Assurance Measures, there has been an overall decrease of 0.5% between 2022-2024 in the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe, however the results remain high.

Spring, 2024	
Overall	84.9%
Parent	85.9%
Student	76.5%
Teacher	92.4%

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Report card data from June 2024 noted that students are achieving at a higher level in writing than in reading. Yet, the CBE Student Survey shows a 12.82% in students indicating that they understand what they read. Since students have been engaged in number talks in mathematics, the CBE Student Survey indicates there has been an increase in - confidence students have in learning mathematics - the enjoyment of working on challenging problems and - thinking deeply and slowly when solving mathematics problems.	- Students' decoding skills have improved - Students' numeracy skills have improved. - An increase of 23% was noted in students following the rules and respecting one another. - Parents are confident that the students' literacy and numeracy skills they are learning at school are useful. - The percentage of teachers, parents and students who agree that students are engaged in their learning at school has improved	- Incorporate sound walls into daily literacy lessons - Provide targeted intervention for students at all grade levels for students at risk - Connect conceptual understanding to procedural fluency in mathematics - Increase parental involvement - Reduce the number of students who feel they are bullied by someone or some people at school.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time