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Calgary Board  
of Education

Midnapore 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.

### 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

**Goal One:** Through assessment (formative, diagnostic) and task design, academic achievement and well-being will improve.

Outcome One: **Student literacy skills related to decoding will improve**

Outcome Two: **Students' strategies around resiliency and perseverance during academic tasks will improve.**

### Celebrations

- *Almost all Students' decoding skills have improved according to Early Years Assessment results.*
- *More grade 6 students are achieving a level of excellence in PAT results.*
- *Our Lens Assessment indicated that 25% of students required additional support in September. By June, only 11% required additional support. We saw growth and a decrease in the level of additional support required in all grades.*

### Areas for Growth

- *Building students' reading fluency, comprehension, including reading rate, accuracy, and expressive intonation to support overall comprehension with text.*
- *Improving student connection to their own learning, learning goals and next steps as a learner*
- *Increase student awareness of resiliency and perseverance when completing difficult tasks*

### Next Steps

- *6 week reading intervention groupings, focused initially with our Div 1 students. Assessment cycles for all students with a locally developed tool that is based on the Reading Decision Tree to track incremental student progress.*
- *Using a multiple range of assessment tools to determine best practices for task design and intervention groupings.*
- *Connect Core subject teachers to Complimentary subject teachers specific to disciplinary literacy to design integrated tasks and projects.*

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

## Fall 2025

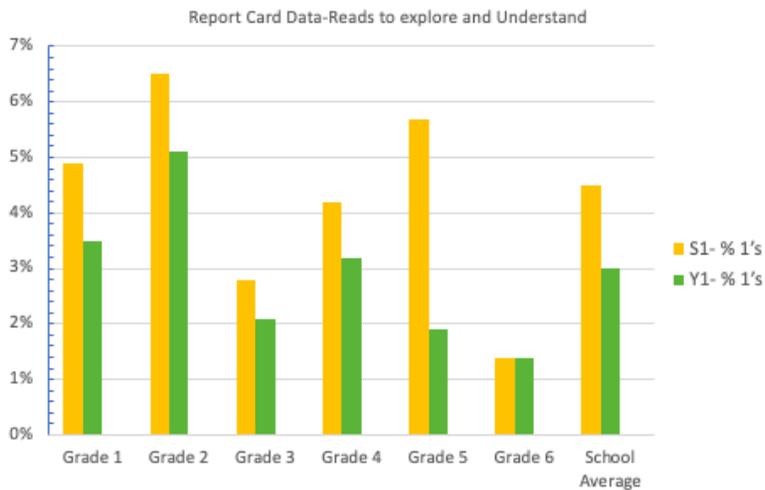
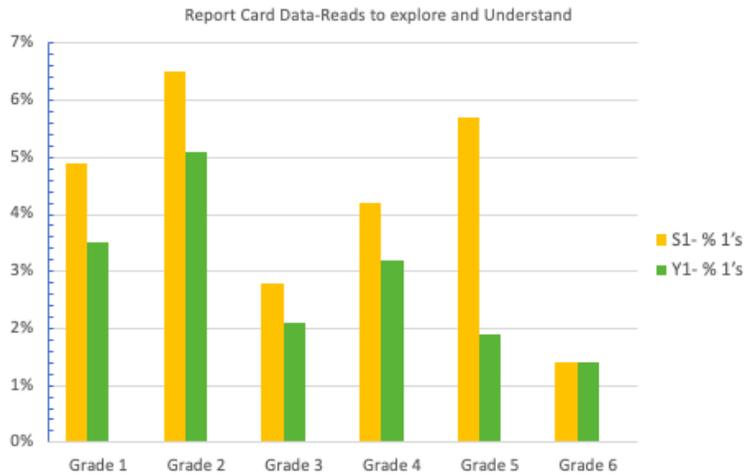


The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

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	Midnapore 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	<a href="#">Student Learning Engagement</a>	81.8	79.1	83.9	83.9	83.7	84.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	78.6	78.7	82.8	79.8	79.4	80.4	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	58.0	65.7	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	4.0	12.0	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.9	90.4	90.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.7	86.5	87.7	84.4	84.0	84.9	Low	Maintained	Issue
	<a href="#">Access to Supports and Services</a>	69.5	71.4	75.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	82.4	73.2	77.1	80.0	79.5	79.1	Very High	Maintained	Excellent



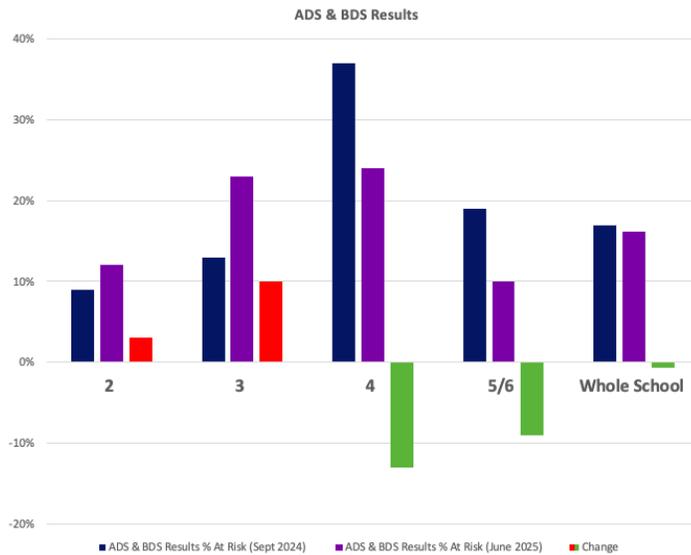
## Our Data Story

The 2024–2025 School Development Plan focused on how effective assessment practices and purposeful task design can enhance both student achievement and well-being. Central to this work was the understanding that effective reading instruction requires students to engage in deliberate practice, respond to feedback, and independently apply learned strategies. Developing these abilities relies on fostering strong perseverance skills.

Teachers collaborated through Professional Learning Communities, team planning, and Collaborative Response meetings to design and refine reading instruction and learning activities that emphasized explicit phonological instruction to improve reading outcomes. Simultaneously, they embedded intentional strategies to support social emotional learning, growth mindset, perseverance and resiliency, recognizing these as essential skills for engaging with challenging learning tasks.

By the end of the 2024–2025 school year, growth was evident across all grade levels. Improvements in student perseverance were reflected in perception data, which showed positive shifts in students’ attitudes toward learning and their confidence in overcoming challenges.

- Grade 1 students showed exceptional improvement, particularly in phonological awareness, with the PAST results improving by more than 23%.
- The LeNS assessment also indicated improved sound-letter correspondence among early learners (K-2)

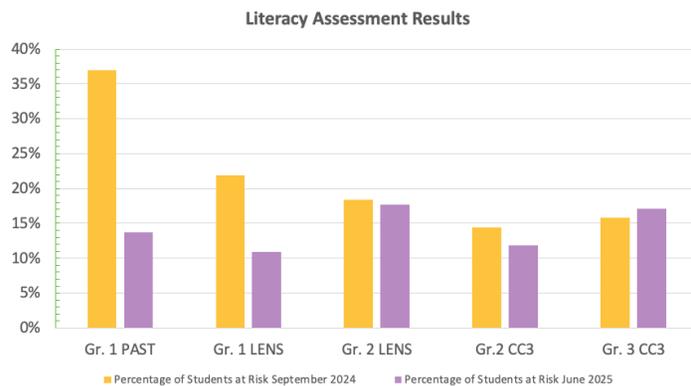


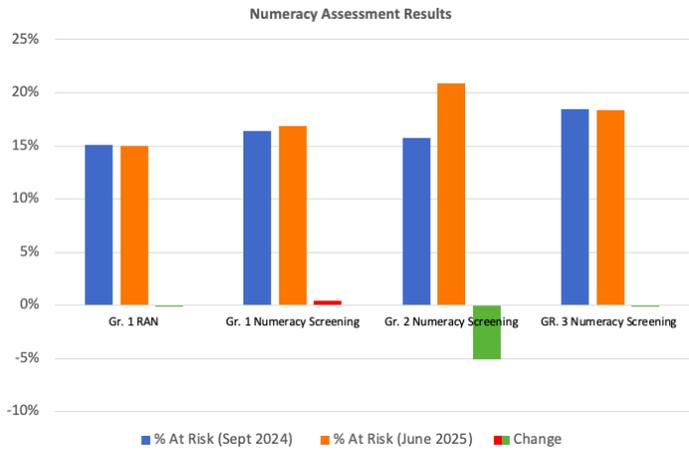
- Whole-school data show an overall decrease in at-risk students from 16.9% to 16.2%
- Grades 4–6 demonstrated strong improvements, particularly Grade 4 down 13% and Grade 5/6 down 9%
- A large majority of students (over 85%) expressed confidence in their ability to overcome learning challenges
- Over 90% of students reported perseverance in the face of difficulty, indicating a culture of resilience

During year end Collaborative Response meetings, teachers observed that students were less likely to give up when faced with new or difficult skills, were more aware of their own progress through consistent effort and regularly used growth mindset language when reflecting on themselves as learners. Overall, the results reflect a culture of continuous improvement, perseverance, and inclusive excellence within our school community.

**Insights and Next Steps:** The 2024–2025 data highlighted meaningful growth in literacy and increased perseverance and resilience across the student population. While overall progress was evident, targeted support will continue to be required to further strengthen student learning outcomes. Midnapore students reported having opportunities to read interesting books, and 58% found language arts instruction engaging; highlighting the need to make reading experiences more meaningful and connected to student interests.

Overall, the results suggest that our continued emphasis on explicit reading instruction and perseverance skill development is positively impacting student achievement. Moving forward, students will benefit from intentionally designed, rich learning tasks that foster engagement and deepen understanding.





Review of literacy data indicated that Grade 2 students maintained steady skill development with slight improvements in CC3 assessment outcomes. However, Grade 3 data showed a small increase in the number of at-risk students, signaling a need for additional focus on reading fluency and comprehension at this level.

Student perception data emphasized the importance of engaging task design and relevant reading materials. Results revealed that only 63% of Midnapore students reported having opportunities to read interesting books, and 58% found language arts instruction engaging; highlighting the need to make reading experiences more meaningful and connected to student interests.

Overall, the results suggest that our continued emphasis on explicit reading instruction and perseverance skill development is positively impacting student achievement. Moving forward, students will benefit from intentionally designed, rich learning tasks that foster engagement and deepen understanding.

In the coming year, Midnapore School will continue to advance the outcomes of the School Development Plan outcomes through:

- Professional learning for staff focused on the Science of Reading and the CBE Literacy Framework
- Collaborative work with two partner schools to strengthen assessment practices and instructional design
- Embedded PLCs and monthly team Collaborative Response meetings to identify at-risk students and plan targeted next steps and interventions
- A renewed focus on Learning Sprints centered on the first two CASEL competencies of *self-awareness* and *self-management* to support both academic growth and student well-being

**WELL-BEING, RESILIENCE,  
AND MENTAL HEALTH**

I feel confident I can overcome challenges in my learning.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	NRP	NRP
I feel confident I can overcome challenges in my learning.	7	6	5	4	Overall
Overall Agreement (%)	NRP	85.19%	89.47%	NRP	87.69%
I try hard at school even when I find it challenging to succeed in my learning.	12	11	10	9	8
Overall Agreement (%)	NRP	NRP	NRP	NRP	NRP
I try hard at school even when I find it challenging to succeed in my learning.	7	6	5	4	Overall
Overall Agreement (%)	NRP	88.89%	94.87%	NRP	92.42%

