

**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

James Short Memorial 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: Student foundational skills in literacy will improve.

Outcome One: Students will become more skilled readers by developing phonological awareness and decoding skills.

Celebrations

- Internal student data showed that 82% of students made incremental growth in relation to the CBE Literacy Scope and Sequence.
- LeNS – The percentage of students at risk dropped from 45% in January to 34% in June in Grade 1, and from 44% to 31% in Grade 2.
- CC3 – The percentage on students at risk dropped from 37% in January to 30% in June in Grade 1, and from 53% to 39% for Grade 2 and from 59% to 45% for Grade 3.
- Teachers' confidence in designing and implementing targeted literacy centers grew by 80%.
- End of year report card indicators were more accurate and aligned with system directions and expectations.

Areas for Growth

- Foster a growth mindset so students believe they can become successful readers through effort and practice.
- Increase parental involvement.
- Continue teaching regulation to improve the number of students who can follow the expectations during targeted literacy periods.
- Improve student attendance to support consistent growth in reading skills.

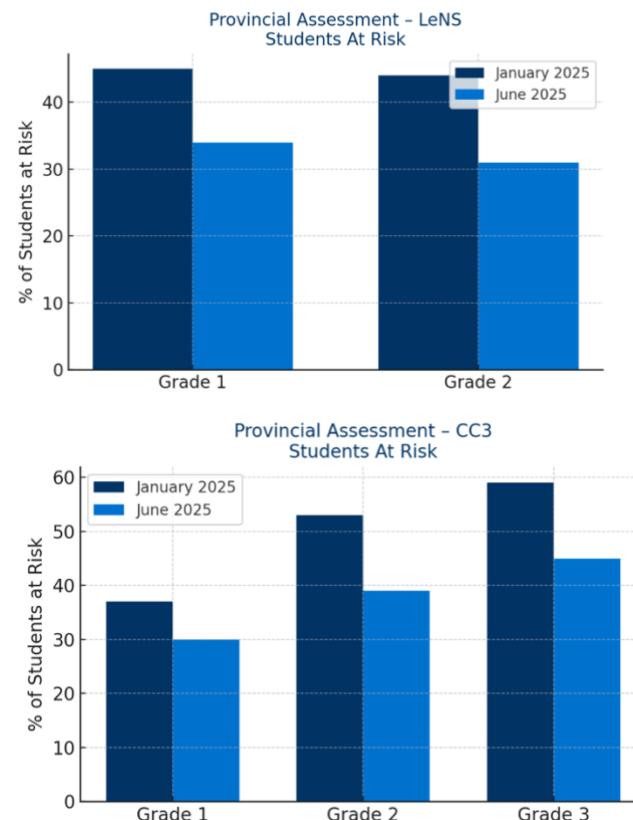
Next Steps

- Reading assessment cycles to target student's specific phonological skills.
- Track incremental student progress using data tracking based on the CBE Scope and Sequence.
- Increase inclusion of student voice in the assessment process.
- Create opportunities for parents to engage in supporting their child's reading.

Building Strong Foundations in Literacy

For the 2024/25 school year, James Short Memorial School set a clear and purposeful School Development Plan goal: to improve student foundational skills in literacy. We know that reading is the gateway to all learning, and we wanted every child to feel confident and capable as a reader. To reach this goal, our teachers deepened their understanding of how children learn to read by exploring the *Science of Reading* and becoming more familiar with the *CBE Literacy Scope and Sequence*.

Throughout the year, teachers engaged in professional learning focused on phonological awareness—the foundational building blocks of reading. Using diagnostic and formative assessments, we were able to pinpoint each student's strengths and areas for growth along the *CBE Literacy Scope and Sequence*. This data allowed teachers to design targeted literacy groups, ensuring that every student received instruction tailored to their specific needs. The results of this focused effort were both encouraging and inspiring. Reflecting on the LeNS provincial assessment, the percentage of students at risk dropped from 45% in January to 34% in June for Grade 1, and from 44% to 31% for Grade 2. Reflecting on the CC3 provincial assessment, the percentage of students at risk dropped from 37% in January to 30% in June for Grade 1, and from 53% to 39% for Grade 2 and from 59% to 45% for Grade 3. Internal student data showed that 82% of students made incremental growth in relation to the *CBE Literacy Scope and Sequence* and overall enjoyment of reading went up by 8% for students. Teachers' confidence in designing and implementing targeted literacy centers grew by 80%, reflecting their increased capacity and shared expertise. In addition, end-of-year report card indicators were more accurate and aligned with system directions and expectations, ensuring that our assessment and reporting practices reflected student learning with precision and integrity.

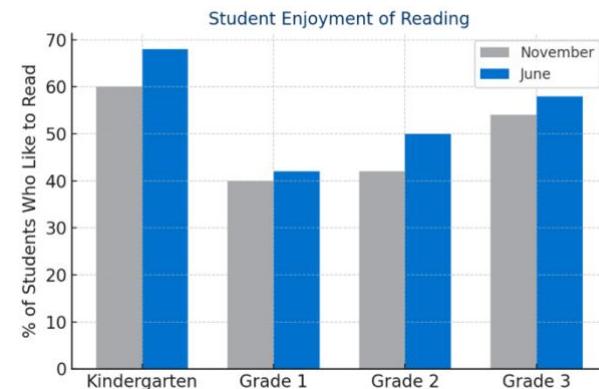


As we reflect on our journey, we also recognize areas for continued growth. We want to foster a stronger growth mindset so that students believe they can become successful readers. Increasing parent involvement will be key, helping families engage more directly in supporting reading development at home and at school. We will also continue teaching self-regulation strategies to help more students focus and follow expectations during targeted literacy periods. Finally, improving student attendance remains a priority so that consistent participation can lead to steady progress in reading skills.

Looking ahead, we have identified the following next steps to build on our success:

- Implement ongoing reading assessment cycles to target each student's specific phonological skills.
- Track incremental student progress aligned with the CBE Literacy Scope and Sequence.
- Increase inclusion of student voice in the assessment process to foster ownership and reflection in learning.
- Create opportunities for parents to engage in supporting their child's reading.
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Our collective learning has shown what is possible when a staff works together with a shared vision. The progress our students made is a testament to the power of intentional teaching, collaboration, and belief in every child's potential to read and to succeed.



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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

| Assurance Domain | Measure | James Short Memorial 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 | 95.6 | 90.0 | 95.0 | 83.9 | 83.7 | 84.4 | Very High | Maintained | Excellent |
| | Citizenship | 88.0 | 87.8 | 89.4 | 79.8 | 79.4 | 80.4 | Very High | Maintained | Excellent |
| | 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 |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & <u>Leading</u> | Education Quality | 88.8 | 91.7 | 94.0 | 87.7 | 87.6 | 88.2 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 92.3 | 89.9 | 93.3 | 84.4 | 84.0 | 84.9 | Very High | Maintained | Excellent |
| | Access to Supports and Services | 82.7 | 88.9 | 87.8 | 80.1 | 79.9 | 80.7 | Intermediate | Maintained | Acceptable |
| Governance | Parental Involvement | 63.0 | 54.0 | 61.1 | 80.0 | 79.5 | 79.1 | Very Low | Maintained | Concern |