



#### 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 Gale 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 academic achievement in mathematics and literacy will improve.

Outcome: Student achievement will improve in reading and number sense through high-impact teaching strategies.

#### Celebrations

- Increase in Grade 9 students achieving acceptable and standard of excellence on PATS in both Math and Reading.
- 70% of Grade 9 students achieved an acceptable standard in reading on the PAT.
- Significant increase in students school-wide achieving 3 and 4 in Reading on June report cards compared to previous year.
- More students have grown in their understanding of fractions, with 33% now achieving grade level (an increase of 11%).
- Grade 6 Math PAT had 56% (Part A) and 58% (Part B) of students achieving Acceptable, with 13% of students achieving the Standard of Excellence on both exams.
- Grade 6 Reading PAT had 78% of students achieving Acceptable, with 18% achieving the Standard of Excellence.

#### Areas for Growth

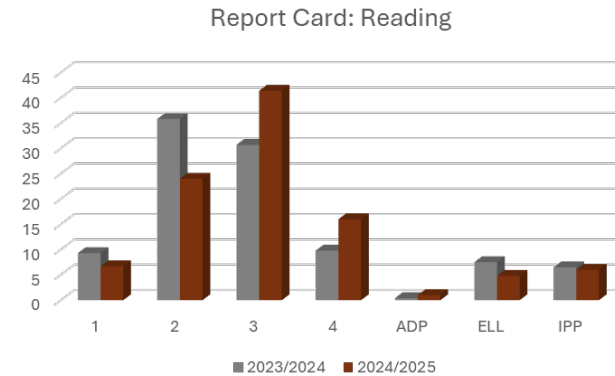
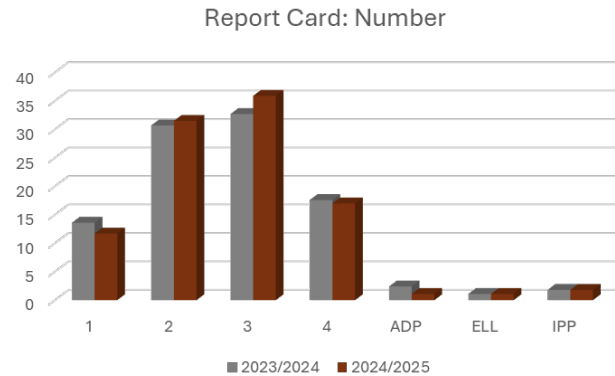
- A significant portion of students in all grades (62%) require additional support in reading, with 48% identified as requiring intensive support.
- At the end of the year, 70% of students in Grade 7 were assessed as requiring intensive reading support based on the MAZE reading assessment.
- 68% of all students were assessed below grade level based on fraction running records.

#### Next Steps

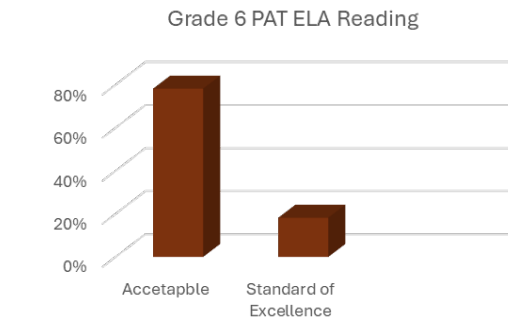
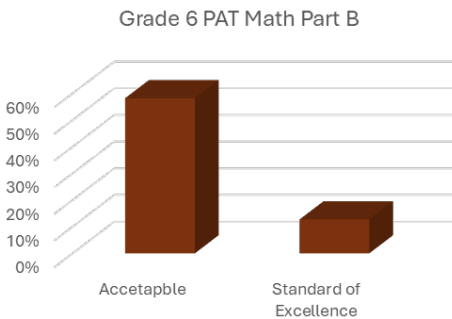
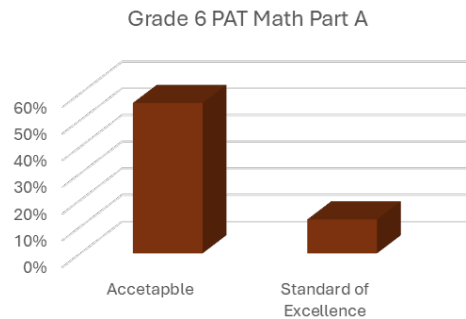
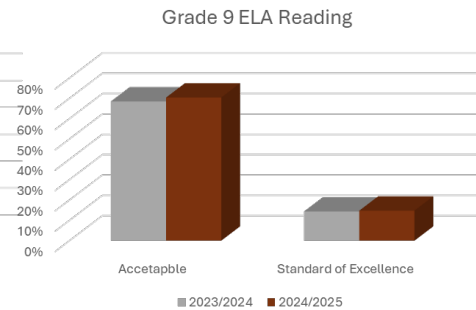
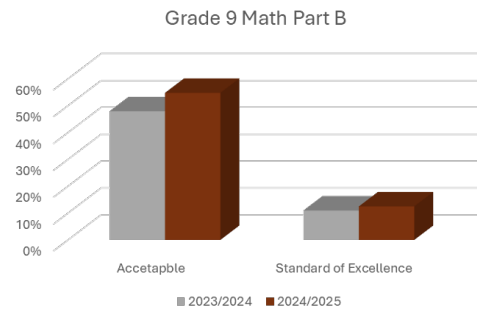
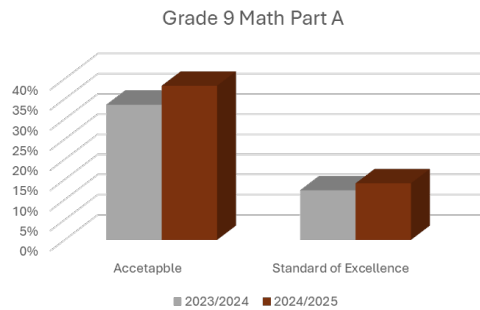
- Implementing a school developed Word Wednesday program to support literacy development focused on word analysis and morphology of frequent subject-specific and academic words.
- Increased instruction time and school resources focused on exposing students to a variety of texts to support the development of literacy skills.
- Spaced practice with solving fraction-related problems at least once a week during instructional time.
- Teaching students a variety of strategies to approach and solve problems involving fractions.

## Our Data Story:

### Report Card Data:



### PAT Data:



Local Data:

June Annie Gale Fractions Running Records			
End of Year	At Grade Level	1 Level Below	+2 Levels Below
School Overall	33%	32%	35%
	11%	5%	-16%
Grade 6	40%	40%	19%
	26%	21%	-47%
Grade 7	50%	14%	36%
	14%	-5%	-9%
Grade 8	20%	40%	41%
	6%	8%	-14%
Grade 9	25%	41%	34%
	5%	8%	-13%

June Annie Gale MAZE Running Records				
End of Year	Negligible	Minimal	Strategic	Intensive
School Overall	14%	24%	14%	48%
	4%	0%	-1%	-4%
Grade 6	31%	37%	14%	18%
	10%	-9%	10%	-10%
Grade 7	5%	12%	13%	70%
	-4%	2%	-6%	8%
Grade 8	12%	31%	17%	40%
	4%	9%	2%	-15%
Grade 9	15%	30%	12%	43%
	6%	-2%	0%	-3%

June Annie Gale WTW Running Records			
End of Year	Benchmark	Strategic	Intensive
School Overall	75%	20%	6%
	17%	-10%	-7%
Grade 6	68%	26%	6%
	6%	3%	-8%
Grade 7	33%	19%	49%
	15%	-7%	-9%
Grade 8	39%	24%	37%
	7%	1%	-8%
Grade 9	51%	20%	28%
	8%	0%	-8%

June Annie Gale CORE Running Records			
End of Year	Benchmark	Strategic	Intensive
School Overall	44%	21%	36%
	10%	-2%	-8%
Grade 6	86%	14%	0%
	6%	-1%	-6%
Grade 7	81%	15%	4%
	13%	-7%	-6%
Grade 8	74%	18%	8%
	18%	-12%	-6%
Grade 9	64%	29%	6%
	24%	-15%	-9%

\*Green text indicates percentage improvement comparing June to September. Red text indicated percentage decline.

Goal Two: Students will have an improved sense of belonging and safety at school.

Outcome One: Students will be proud and respectful members of the Annie Gale School community.

### Celebrations

- Increase in students reporting feeling safe (“Safety at School”) based on both the OurSCHOOL survey (+5%) and Alberta Assurance Survey (+2%).
- Increase in students reporting a feeling of connectedness at school (“Sense of Belonging”) on OurSCHOOL survey (+3%) and the CBE student survey (+5%).
- Increase in students demonstrating school pride through the purchase of school-created spirit wear.
- Alberta Education Assurance Survey saw increases on multiple measures (Student Learning Engagement +5%, Citizenship +8%, Parent Involvement +12%).

### Areas for Growth

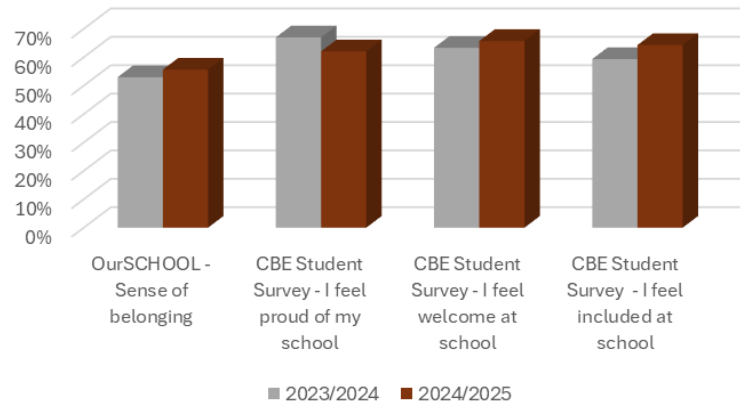
- Continue to increase in students’ sense of pride in school (as measures are still below desired levels.)
- Continue to improve students’ feelings of safety at school (as measures are still below desired levels.)

### Next Steps

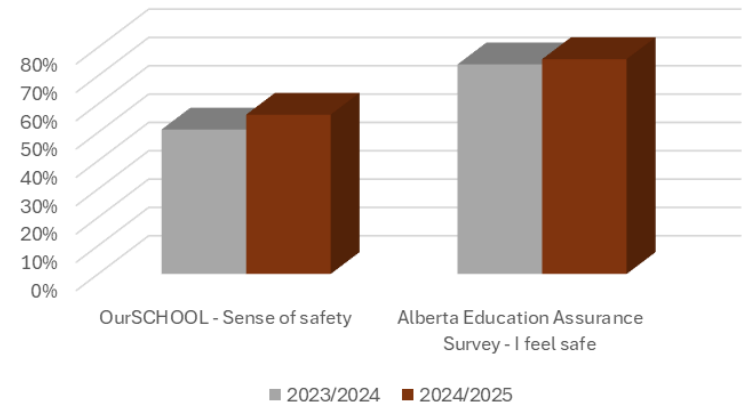
- Students will participate in targeted well-being lessons around COURAGE model during homeroom time (Grizzly Den).
- School-wide pep rallies and Spirit Weeks.
- Increase opportunities for students to attend inter-school sporting events.
- Creation of student well-being committee.
- CTF Wheel for Grade 7 students to provide wide range of experiences.
- Grizzly Den lessons focused on creating a safe and caring school, anti-bullying, and anti-racist strategies.
- Targeted small group support focused on problem solving and conflict de-escalation supported through SELT teacher.
- Have Student Well-being Action Team (SWAT) bring back learning from CBE well-being symposium regarding increase school connectedness and improving student sense of safety.

### Our Data Story:

### School Connectedness



### Sense of Safety



## Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 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

## Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 9686 Annie Gale School

Assurance Domain	Measure	Annie Gale 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>	85.0	80.1	83.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	75.6	67.9	69.7	79.8	79.4	80.4	Intermediate	Improved	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="#">PAT9: Acceptable</a>	51.5	51.3	54.7	62.5	62.5	62.6	Very Low	Maintained	Concern
	<a href="#">PAT9: Excellence</a>	8.6	10.8	11.8	15.6	15.4	15.5	Very Low	Maintained	Concern
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.4	82.0	84.6	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.1	76.8	76.5	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	79.9	75.4	77.3	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	83.7	71.8	74.3	80.0	79.5	79.1	Very High	Improved	Excellent