


**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

**Captain John Palliser School**

1484 Northmount Dr. NW, Calgary, AB T2L 0G6 t | 403-777-6170 e | captainjohnpalliser@cbe.ab.ca

## 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:** Students' foundational skills in literacy and mathematics will improve.

**Outcome One:** Students will strengthen their phonological awareness and ability to decode words.

**Outcome Two:** Students will demonstrate improved procedural fluency as a result of strengthened number sense.

#### Celebrations

- Full-school implementation of key literary resources: **University of Florida Literacy Institute (UFLI)** and **Morpheme Magic**
- **Improved student decoding skills** observed across grade levels
- Full-school implementation of key math resource: **MathUP**
- **Improved student numeracy skills** demonstrated through classroom assessments and observations
- **95% of students** (CBE Student Survey) report *learning about Indigenous ways of being, belonging, doing, and knowing*, reflecting the school's strong **commitment to Truth and Reconciliation**
- **86% of students** (OurSchool Survey) report **feeling accepted** at school
- On measures of **diversity and inclusion**, CJP exceeds CBE division results by **12%**, indicating a strong sense of belonging and respect for diversity
- **93% of students** (Assurance Survey) report that teachers are available to help; **91% of parents** agree, and **99% of students** (CBE Student Survey) believe their teachers **want them to be successful**

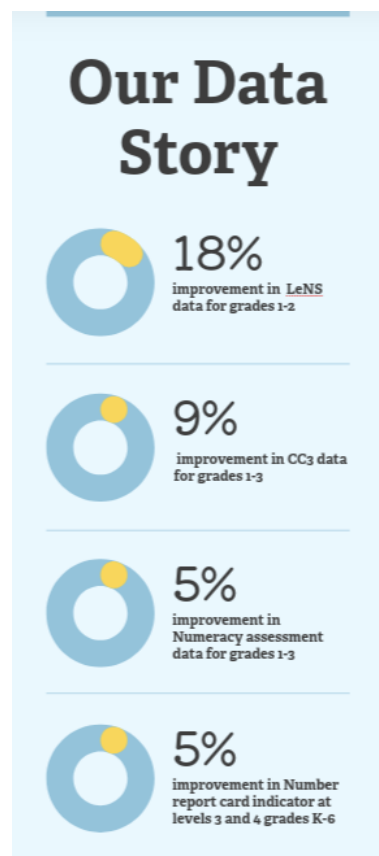
#### Areas for Growth

- **Strengthen early literacy intervention strategies** in grades 1 and 2, supporting students' progression from decoding individual letter sounds to applying this knowledge in reading and writing words (e.g., moving from letter sound correspondence to blending letters into CVC words)
- **Continue to support targeted numeracy development**, with an emphasis on building procedural fluency, number sense, and flexible problem-solving strategies
- **Increase student engagement and interest** in literacy and mathematics learning
- **Enhance communication with families and the broader school community** regarding available supports, both within the school and through external resources, to ensure equitable access for all students/families

## Next Steps

- **Prioritize targeted literacy instruction in grades 1 and 2** using the UFLI scope and sequence, with an emphasis on longer words that include digraphs, long vowel patterns, inflected endings, vowel teams, and prefixes & suffixes
- **Implement “Building Math Fluency” toolkits by Graham Fletcher and Tracy Johnston Zager in grades 1 and 2** to strengthen foundational numeracy. These resources (addition & subtraction and multiplication & division) are designed to help students develop a deep conceptual understanding of mathematical operations while simultaneously building fact fluency
- **Enhance professional learning opportunities** focused on designing engaging, differentiated instructional tasks that meet the diverse needs of learners
- **Strengthen communication with parents and guardians** regarding the academic and well-being supports students and families receive through weekly principal messages and school council meetings

## Our Data Story:



We primarily used data from the LeNS, CC3, and provincial numeracy assessments, along with report card results, to measure student achievement in literacy and mathematics. Based on this evidence, we observed the following areas of improvement:

### LeNS – Changes to *Not Requiring Additional Support (NAS)* population by percentage

Grade 1	+18.01%
Grade 2	+18.29%

### CC3 - Changes to *Not Requiring Additional Support (NAS)* population by percentage

	Regular Words	Irregular words	Non-Words
Grade 1	+1.37%	+4.18%	+1.37%
Grade 2	+11.7%	+10.54%	+14%
Grade 3	+12.5%	+10.42%	+13.55%

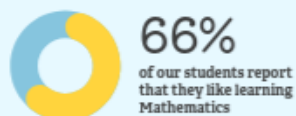
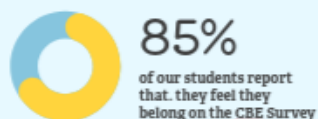
### Numeracy - Changes to *Not Requiring Additional Support (NAS)* population by percentage

Grade 1	+5.56%
Grade 2	+6.98%
Grade 3	+3.05%

### Report Card Data – Changes to percentage of 1&2 indicators, June 2024 - June 2025

ELAL reads to explore	-1.36%
ELAL writes to express ideas	-0.69%
MATH understands number, patterns (and algebra)	-5.45%

## Our Data Story



The LeNS, CC3, and Numeracy Assessment data indicate a significant reduction in the percentage of students identified as requiring additional supports across all grade levels. While the LeNS results for grade 1 may be developmentally appropriate, we have noted a discrepancy between the LeNS and CC3 outcomes for that grade and will continue to monitor this closely. In addition, in-school data show growth in decoding and encoding skills for students in grades 4-6, as measured by the CBE Reading Decision Tree assessments. This progress is mirrored in improved results on the grades 4-6 CBE Draft Assessment for Number and Algebra.

Perception data reveal that students generally feel capable and confident as literacy and mathematics learners. Similarly, 93% of parents report that teachers are available to help their children and provide quality programming at CJP. Alongside these positive results, our division 2 perception data also improved, scoring 9% higher than the CBE average on measures of school connectedness and belonging, and 12% higher on measures of diversity and inclusion.

One area of concern is student engagement. Although students express confidence in their literacy and mathematics learning, only 62% (ELAL) and 66% (Math) report enjoying what they are learning in these subjects. Teacher perception data highlight challenges related to the volume of mandated provincial standardized assessments and the implementation of new, content-dense curricula, both of which can make it more difficult to design intellectually engaging learning tasks. A continued focus on identifying effective resources and balancing them with engaging, conceptually rich task design will be an important next step.

Another area for improvement is related to access to supports. Assurance Survey data show a decline in perceptions of students' timely access to additional services. While parents, students, and teachers all agree that teachers are readily available to help, access to programming and supports beyond regular instruction is rated lower across all three interest groups. Access to additional programming and supports beyond regular instruction to assist learning is rated low across all three stakeholders. Increasing clarity and frequency of communication with families about available supports, through principal message, conferences, and school council meetings, will be key next steps. Engaging school council in dialogue about what types of supports families most value will also help guide this work.

# 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	Sample 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>	80.9	85.2	84.3	83.9	83.7	84.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	83.5	89.9	88.3	79.8	79.4	80.4	Very High	Maintained	Excellent
	<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	75.8	83.0	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	18.7	20.2	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>	88.2	93.8	92.9	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.9	93.8	92.2	84.4	84.0	84.9	High	Declined	Acceptable
	<a href="#">Access to Supports and Services</a>	77.3	80.5	81.4	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	89.8	86.1	84.2	80.0	79.5	79.1	Very High	Maintained	Excellent