

**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

**Ian Bazalgette 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 Literacy will improve.

### Outcome One:

Student achievement in reading and writing will improve through a focus on inclusive and responsive teaching practices.

#### Celebrations

- In English Language Arts, there was an increase of Gr. 8 & 9 students achieving indicators of '2' and '3' on the "*Reads to explore, construct and extend understanding*" stem on report cards from June 2024 to June 2025:
  - 80% of students achieved 2 or 3 in Gr. 8 (an increase of 24 percentage points from June 2024 to June 2025)
  - 90% of students achieved 2 or 3 in Gr. 9 (an increase of 21 percentage points from June 2024 to June 2025)
- In English Language Arts, there was an increase of 11.64% in Gr. 7 students achieving an indicator of '4' on the "*Reads to explore, construct and extend understanding*" stem on report cards from June 2024 to June 2025.
- The number of students at the acceptable or above achievement level in English Language Arts PAT at 70%

#### Areas for Growth

- Increase the amount of targeted literacy intervention to students based on identified learner needs as noted on data gathered through CBE Decision Tree – Vocabulary, Spelling Inventory, Oral Reading Fluency, and MAZE.
- Continuation of building students' phonological awareness and phonics skills of students achieving indicator of '1' on the "*Reads to explore, construct and extend understanding*" stem on report cards.
- Increase the number of total students achieving acceptable and/or standard of excellence in English Language Arts PAT results (Ian Bazalgette rate is 70% and the Provincial rate is 80% of students achieving acceptable or above).

#### Next Steps

- Expand targeted literacy intervention through intervention period in weekly schedule.

- Continue work with EAL (English as Additional Language) Specialist support to build capacity of teachers' language acquisition and using benchmarks to program for students.
- Connect Core subject teachers to Complimentary subject teachers to design integrated inquiry learning tasks.

## Our Data Story

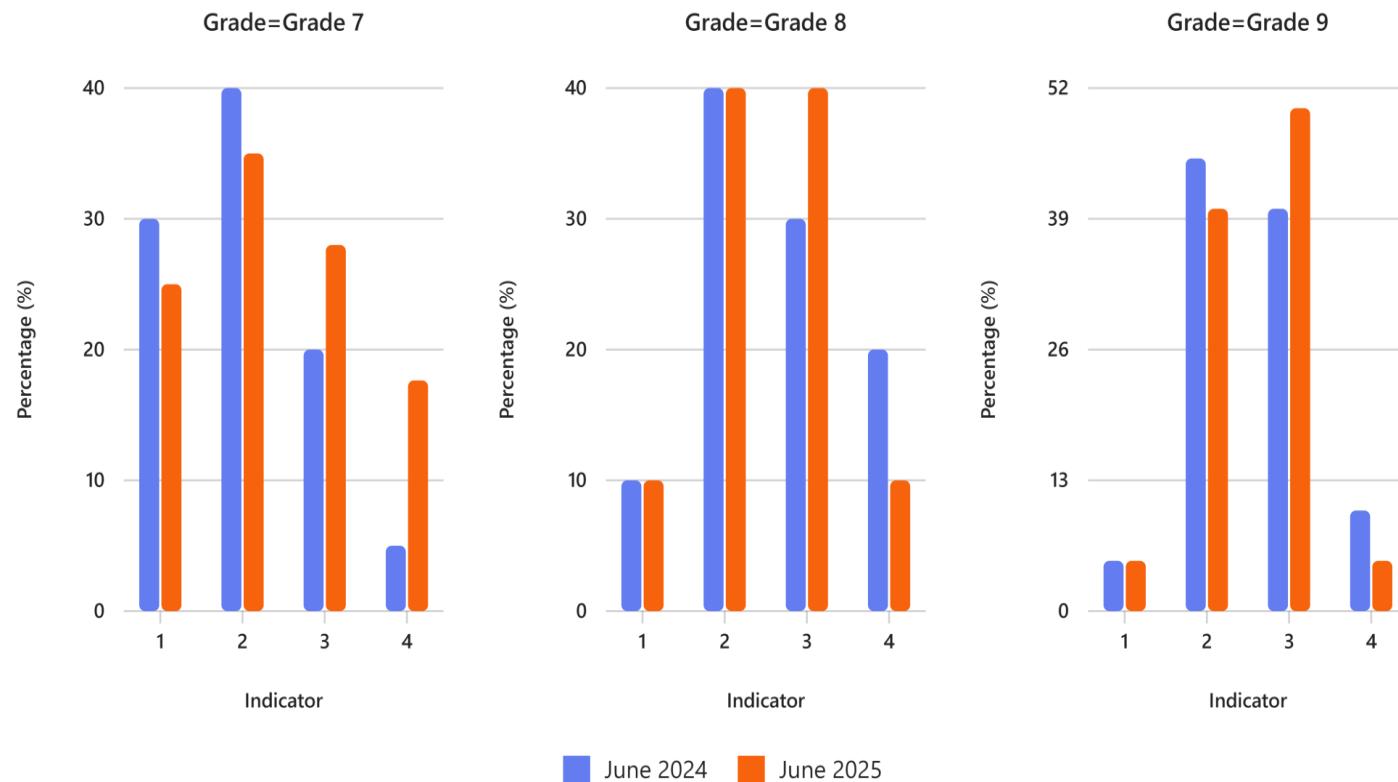
The first goal of Ian Bazalgette's School's 2024–2025 School Development Plan focused on improving student academic achievement in Literacy. The importance of literacy for the Calgary Board of Education (CBE) is multifaceted, encompassing academic success, personal and social development, and lifelong learning. Literacy is considered a foundational skill that is critical for students to thrive in all aspects of life, work, and continued education, and the CBE has a specific framework and vision to support students in developing these skills. A key goal for every CBE student is to develop the necessary literacy skills to succeed in life, work, and learning, which includes fostering a lifelong love of reading.

To support this goal, teachers engaged in a series of professional learning opportunities at both the school and system levels designed to enhance their instructional capacity in literacy. This professional learning emphasized the implementation of high-impact teaching strategies and was guided by the Calgary Board of Education's Literacy Framework. Teachers also utilized the CBE Reading Assessment Decision-Making Tree and to identify appropriate entry points for instruction and inform programming decisions tailored to individual learner needs. Additionally, a group of lead teachers worked with a CBE EAL (English Additional Language) Specialist to support and build capacity of teachers' language and acquisition and using benchmarks to program for students; as well, whole staff PD was offered by the specialist.

By the conclusion of the school year, measurable growth was evident in both reading and writing and overall academic achievement:

- In English Language Arts, there was an increase of Gr. 8 & 9 students achieving grade level outcomes as noted by indicators of '2' and '3' on the *"Reads to explore, construct and extend understanding"* stem on report cards from the 2023-2024 school year:
  - 80% of students achieved 2 or 3 in Gr. 8 (an increase of 24 percentage points from June 2024 to June 2025)
  - 90% of students achieved 2 or 3 in Gr. 9 (an increase of 21 percentage points from June 2024 to June 2025)
- In English Language Arts, there was an increase of 11.64% percentage points in Gr. 7 students achieving an indicator of '4' on the *"Reads to explore, construct and extend understanding"* stem on report cards.
- The number of students at the acceptable or above achievement level in English Language Arts PAT at 70% in comparison to the provincial average of 80%.

*Reads to explore, construct and extend understanding*

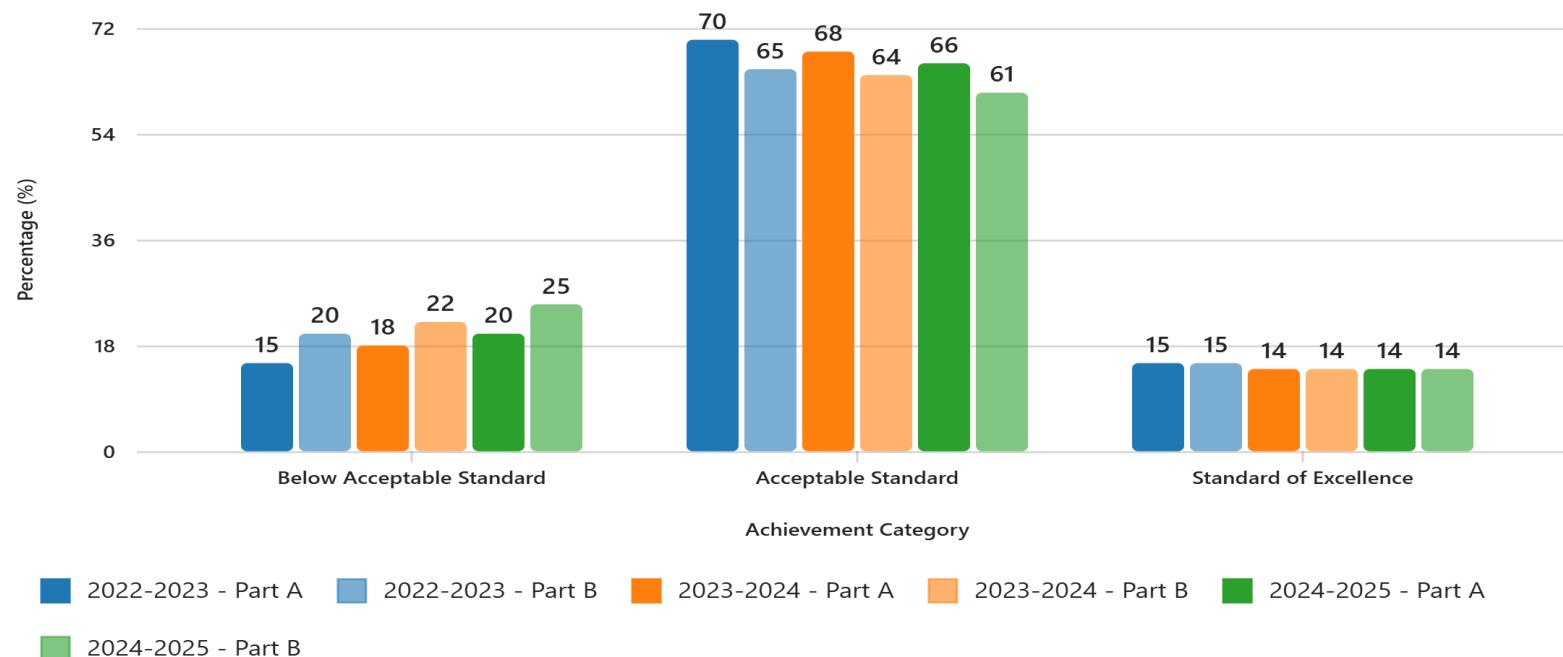


Staff reported that working with the CBE EAL Specialist had a significant impact on their designing of teaching and learning tasks and understanding of English Additional Language learners' needs. Since English Additional Language Students constitute approximately 45% of the total student population at Ian Bazalgette School this specific support provided high impact training. Staff also shared that working through the CBE Reading Assessment Decision-Making Tree unearthed a need for more teacher development in understanding phonological awareness and phonics. Many staff expressed that they did not presently have prior knowledge of how to

teach reading to struggling student readers, a skillset more often associated with Elementary curricular outcomes. However, it is true that middle and junior high schools have more students requiring development and/or strengthening of basic literacy skills.

### Insights and Next Steps

Analysis of report card data and internal assessment results indicates that, while growth in literacy was observed throughout grade 7 to grade 9 in respect to the increase of students achieving an proficiency report card indicator of 3 or 4, the overall percentage of students achieving below grade level in Gr. 7 & 8 is still approximately 10%. Moreover, despite evidence of growth in school-based measures in Gr. 9, a discrepancy was noted when comparing internal and report card data with Grade 9 Provincial Achievement Test (PAT) results. While students demonstrated measurable progress within the school context, PAT results indicated that 33% of students in English Language Arts achieved below the acceptable standard.



Caption: This chart illustrates the percentage of students achieving Below Acceptable Standard, Acceptable Standard, and Standard of Excellence in English Language Arts PAT results, split by Part A and Part B across three school years. It supports the School in Results Reporting by highlighting trends and areas for targeted intervention.

In this coming school year, we will continue to expand teacher capacity when working with English Additional Language students through our continued partnership with an EAL specialist. Also, professional development will be targeted at building skillsets required for building reading abilities of at-risk students and learners new to the English language. Priority will be given to the implementation of more precise and targeted assessment practices to better identify specific areas of student need. Moreover, a secondary, but equally important priority, will be given to strengthening teacher understanding of reading comprehension, involving multiple skills, including recognizing words, understanding meanings, and making sense of sentences and paragraphs to grasp overall meaning.

## Goal Two:

**Students will have a sense of belonging at school.**

### Outcome One:

Students experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve.

#### Celebrations

- 7 percentage point growth by students when responding to “I feel included at school...” on CBE student Survey, from June 2024 to June 2025.
- 3 percentage point growth by students when responding to “I feel welcome at school...” on CBE student Survey, from June 2024 to June 2025.
- Successful implementation of school spirit activities throughout the year.

#### Areas for Growth

- Alberta Education Assurance Measure Survey - Welcoming, Caring, Respectful Learning Environments - Declined to an overall Concern. Indicates a need for further work within our learning community to create a safe environment.

- It is interesting to note that percentage decrease in percentage of teacher, parent, and student in agreement with the following statement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school, is most significant in parental response as compared to student and teacher response.
- It is important to note that there were sixteen total parental responses to the survey. This response rate is generally considered too low for the results to be reliably statistically valid or representative of the larger population. The findings can be affected by nonresponse bias, meaning the small group of respondents may have significantly different characteristics or opinions than those who did not answer. The school will be reviewing processes that can gather higher response rates in the next survey cycle.
- Decline in the number of students reporting that they feel like they belong, as reported in the Alberta Education and Childcare Assurance Measure Results.
- Decline in the number of students reporting that “...students respect each other,” as reported in the Alberta Education and Childcare Assurance Measure Results.

## Next Steps

- Expand the scope of the Principal’s Student Advisory Group with a continuing focus on building a safe, caring, and welcoming school.
- Further expand and develop the student well-being action team first piloted last year.
- Addition of .5 Social Emotional Lead Teacher building capacity of staff and targeting students in support of safety and well-being.
- Addition of .5 School Psychologist in support of Tier 3 Strategies outlined in CBE Continuum of Behavioral Supports.

## Our Data Story

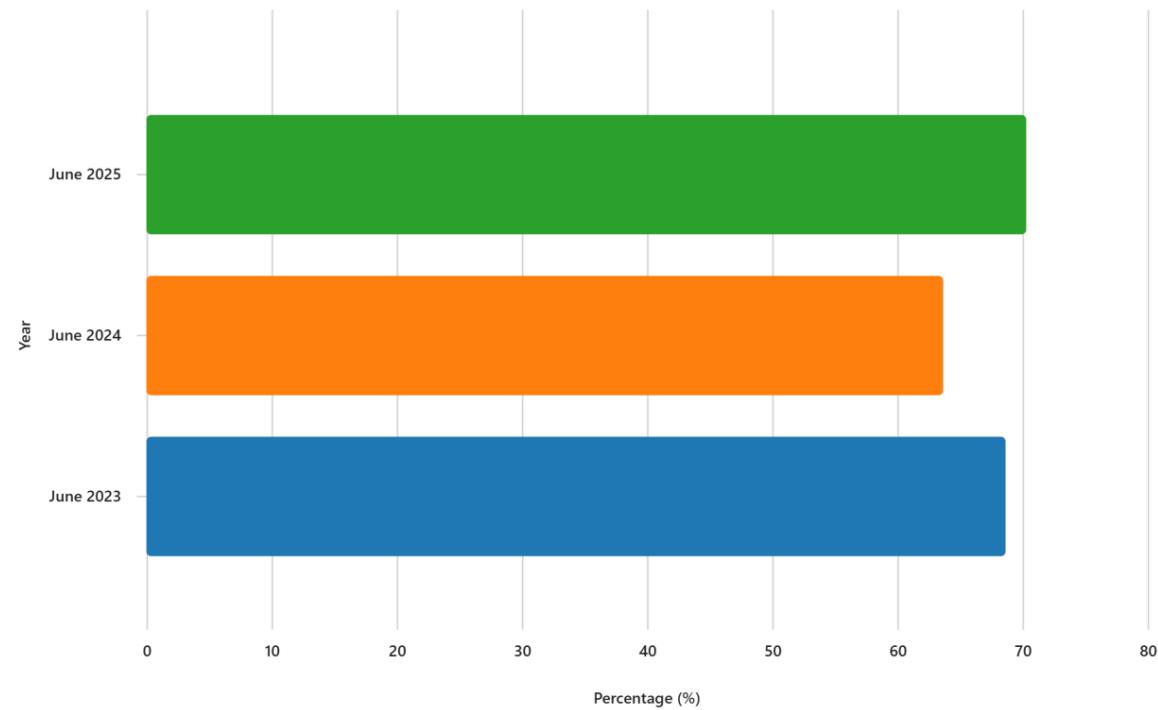
The second goal of Ian Bazalgette School’s 2024–2025 School Development Plan focused on improving student sense of belonging. To support this goal, teachers participated in professional learning guided by the CBE Wellbeing and Indigenous Life-Long Learning Frameworks and companion guides to increase their capacity to support student sense of holistic well-being. Teachers collaborated

in professional learning and professional learning communities (PLC) to design intentional learning opportunities for students that was accessed throughout the school year, with a noted focus on getting students more often out on the land for land-based learning. Furthermore, staff and the school's Learning Leader of Student Well-Being and Culture supported students in returning to school at the start of the school year and after longer breaks from learning, and during the many cultural and spirit events put on.

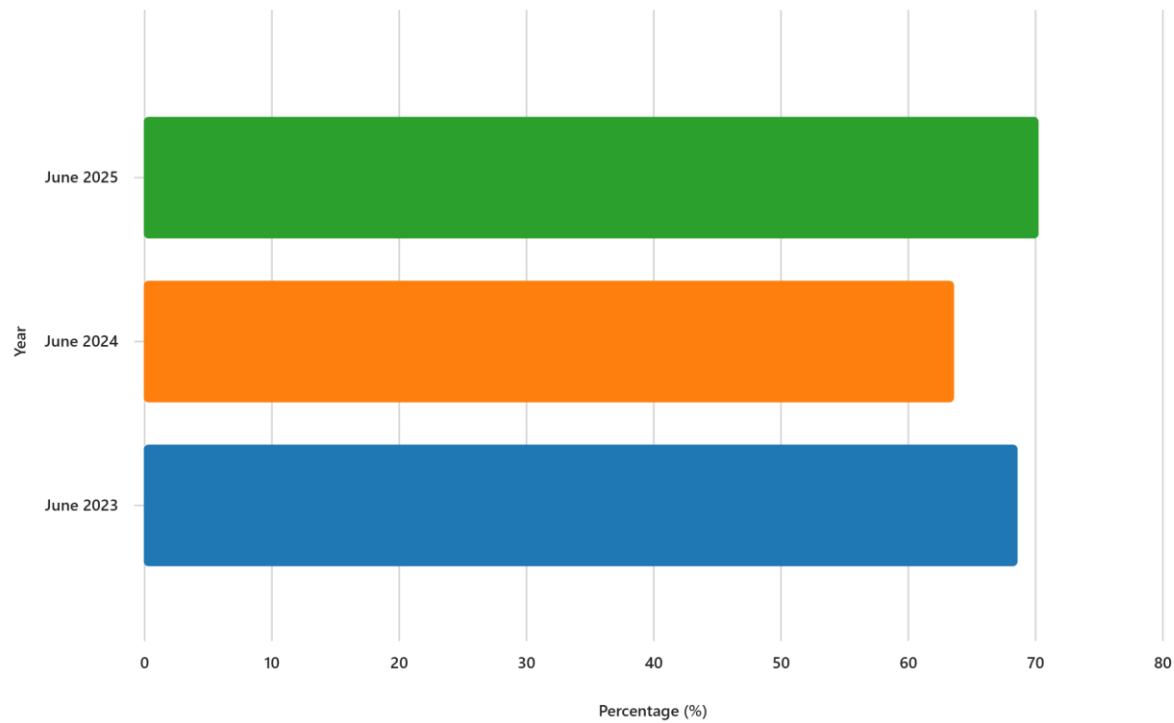
By the end of the school year, there was measurable growth on the CBE Student Survey in our target areas feeling included and feeling welcome:

- 7 percentage point growth by students when responding to “I feel included at school...” on CBE student Survey, from June 2024 to June 2025.
- 3 percentage point growth by students when responding to “I feel welcome at school...” on CBE student Survey, from June 2024 to June 2025.

CBE Survey: I feel included...



CBE Survey: I feel welcome...



Through work in professional learning and PLC, teacher confidence in effectively supporting student connections to well-being throughout our school year via circles of self and other connecting activities grew. The "circle of self" reflects an individual's complete being—mental, physical, emotional, and spiritual—developed in relation to family, community, the land, and all of creation.

### **Insights and Next Steps**

The 2024–2025 school year demonstrated that intentional work in supporting student sense of belonging can lead to measurable growth. However, while improvements were observed in students' sense of belonging and well-being as noted on the CBE Student Survey, there was also contrasting data in the Alberta Education Assurance Measures suggested that student safety and inclusivity declined to a level of concern. Additionally, fewer students reported feeling that peers respect each other. In this coming school year, we will target understanding this discrepancy between parents' sense of safety and inclusivity and student respect, in relation to students feeling included and welcome. These seemly peculiarly at odds with one another.

# 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	Ian Bazalgette 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>	77.5	88.0	86.8	83.9	83.7	84.4	Very Low	Declined Significantly	Concern
	<a href="#">Citizenship</a>	65.2	74.0	74.0	79.8	79.4	80.4	Very Low	Declined	Concern
	<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>	55.1	58.0	51.9	62.5	62.5	62.6	Very Low	Maintained	Concern
	<a href="#">PAT9: Excellence</a>	15.2	13.9	10.6	15.6	15.4	15.5	Intermediate	Improved	Good
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	<a href="#">Education Quality</a>	79.0	88.2	87.3	87.7	87.6	88.2	Very Low	Declined Significantly	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	66.6	76.5	78.4	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	<a href="#">Access to Supports and Services</a>	71.7	83.2	82.6	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	<a href="#">Parental Involvement</a>	73.0	79.4	79.1	80.0	79.5	79.1	Low	Maintained	Issue