cbe.ab.ca

Calgary Board of Education

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

Ethel M Johnson School
255 Sackville Dr. SW, Calgary, AB T2W 0W7 t | 403-777-8500 f | 587-933-9810 e | EthelMJohnson@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: Student Foundational Skills in Literacy and Numeracy will Improve
Outcome One: Student written fluency will improve through a focus on organization/planning and elaboration/revision

Celebrations

- Grade 1–3 students made progress in number sense, with fewer students being at risk in June than in September
  - Grade 1: 19% fewer students at risk
  - Grade 2: 26% fewer students at risk
  - Grade 3: 24% fewer students at risk
- 80% of students report confidence in learning mathematics, showing strong mindset and engagement.
- 62% of grade six students, 61% of grade five students and 70% of grade four students reports that they can set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

Areas for Growth

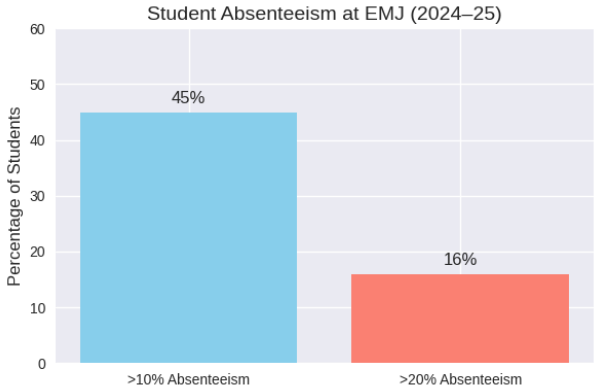
- Division 1 students require support to develop their writing, especially in sentence structure, vocabulary, and organization.
- Reading comprehension and fluency show significant need, supported by CC3, Lens, Acadience, and PAT Part B results.
- Increased fluency in mathematics (basic fact automaticity in addition / subtraction / multiplication / division).
- Flexible number thinking, including composing/decomposing numbers and choosing efficient strategies.
- Conceptual understanding gaps persist in both math and writing (e.g. number magnitude, idea development, revising skills).

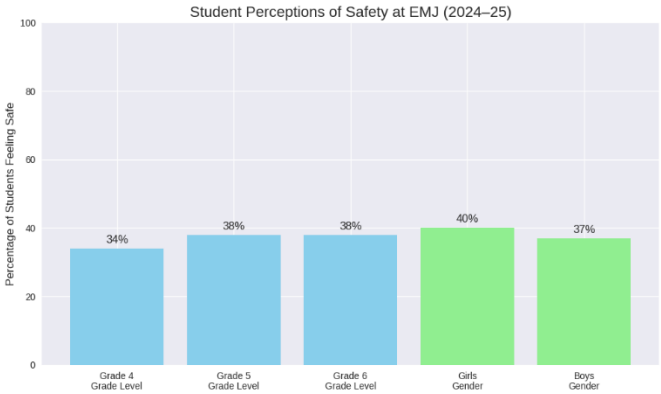
Next Steps

- Implement daily math routines (number talks, mental math, fast facts) to build fluency and foundational number sense.
- Strengthen literacy instruction using the Simple View of Reading, with targeted instruction in decoding, fluency, and comprehension.
- Enhance assessment practices through common data collection tools, learning sprints, and calibration sessions to ensure consistency and track growth across grades.

Our Data Story:

Ethel M. Johnson School is a vibrant Kindergarten to Grade 6 learning community of 272 students that welcomes students from across southeast and southwest Calgary into three specialized programs: Paced Learning (PLP), Enhanced Educational Services (EES), and Learning and Literacy (L&L). With 63% of students identified with special education codes and 26% as English as an Additional Language learners, our classrooms reflect a rich tapestry of abilities, cultures, and experiences. Factors such as absenteeism and student dysregulation impact student achievement, as reflected in the data story.

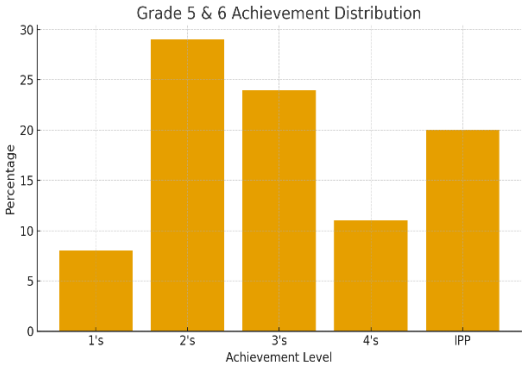




While 63% of students report that they feel regulated, through professional conversations, teachers note that many students are actually dysregulated. This persistent state of dysregulation impedes students' ability to engage in learning and leads to many students feeling unsafe at school. This indicates that there is a need for students to be exposed to direct teaching related to self-awareness, self-monitoring, and self-regulation strategies.

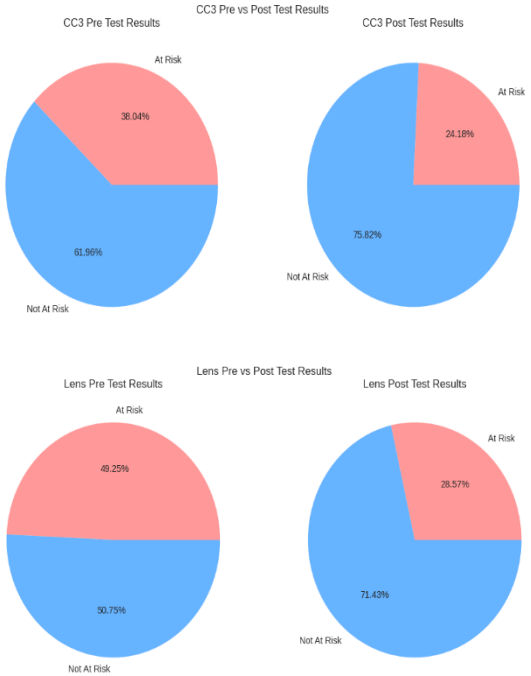
One focus of EMJ's 2024–25 School Development Plan was improving students' writing achievement, with a particular emphasis on structured planning and early revising/editing skills. Through professional conversations teachers noted that students benefitted from small-group instruction of high impact writing strategies. By providing daily opportunities to put high impact writing strategies into practice, students would demonstrate the ability to follow a clear writing structure, organize ideas coherently, and show evidence of growth in revising their own work. Across classrooms, independent student writing would reflect increased clarity, organization, and coherence.

To evaluate this outcome, data was collected from a range of sources, allowing teachers to monitor growth over time. These data sources included pre- and post-writing samples using common rubrics, report card indicators, and results from provincial assessment tools including the CC3, LeNS and ELA PAT. Together, these measures provided insight into students' ability to plan, organize, write, and revise, while also demonstrating themes and patterns across grades.



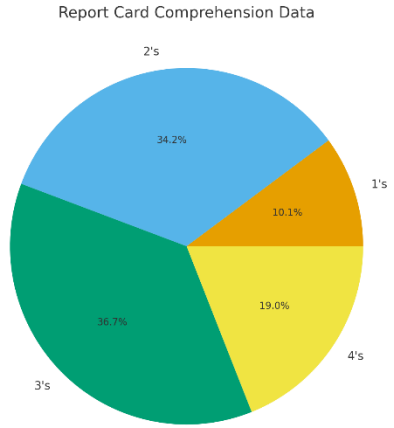
Based on 2024-25 data, as students progress through the grades, their writing becomes more strongly developed. Grade 5 and 6 students demonstrated a higher level of proficiency (3s and 4s) than students in younger grades, showing that writing structures and expectations become better understood over time. Notably, many students in the higher grades produce more coherent writing, follow a predictable structure, and incorporating the foundational strategies taught.Assessment data also highlights that a majority of students show improved writing skills, reflecting the impact of explicit instruction, planning supports, and scaffolding. PAT results indicate that 56% of Grade 6 students met expectations on the writing task, indicating that core writing competencies are present for many learners. Instructional focus on planning and structured writing has supported overall growth in achievement.

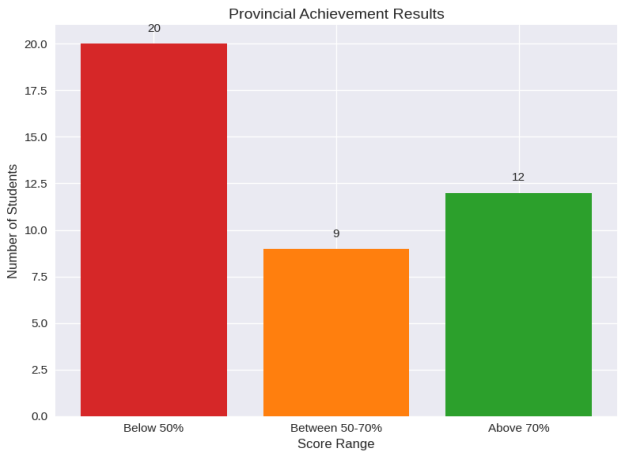
Despite these successes, school data also highlights continued areas for improvement, particularly in Division 1. Report card data demonstrates many Grade 1–3 students are writing below grade level or at a basic level of (14% below grade level, 42% basic skills), indicating many students have not yet reached proficiency. The gap between developing writers and proficient writers is most evident here, raising important questions about early writing instruction and the level of scaffolds provided. This trend suggests foundational writing skills such as sentence formation, vocabulary development, and text structure, require continued targeted teaching.



Instructionally, teachers need to focus explicitly on helping students become proficient writers. This will require continued modelling, co-created exemplars, explicit success criteria, and intentional use of gradual release (“I do, we do, you do”) and high impact strategies. Calibration of assessment is also needed to ensure that teachers share a consistent model of writing proficiency across grades. Strengthening these practices will help ensure greater alignment and clarity for both teachers and students.

Several data sources point to an urgent need to shift our focus from writing to reading achievement. Division 1 data, including CC3, Lens, and Acadience, indicates many students are not yet meeting expectations in foundational reading skills. Report card data reflects that comprehension is an area of significant need, especially as students engage with increasingly complex texts.



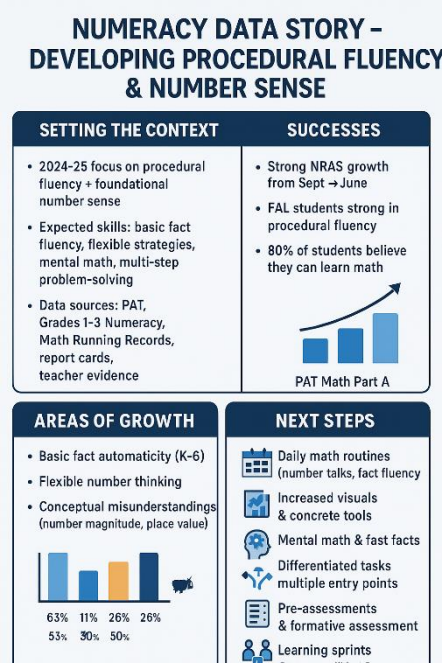


Provincial data amplifies this concern: only 46% of Grade 6 students passed Part B of the PAT reading assessment. Since reading is embedded in every curricular area, gaps in comprehension, decoding, and fluency directly affect learning across disciplines. Together, these results demonstrate that targeted, systematic reading instruction will be essential to improving overall student achievement.

Analysis of the 2024–25 writing outcome shows strong progress in upper grades but persistent gaps for early writers. These trends, combined with school-wide reading data, highlight the need to pivot our SDP focus from writing to reading. By implementing high impact reading strategies, strengthening assessment practices, and maintaining collaborative structures, we are positioned to better support student reading fluency through explicit instruction in both word recognition and language comprehension. This shift will directly align our instructional efforts with the areas of highest student need for the 2025–26 school year.

Goal One: Student Foundational Skills in Literacy and Numeracy will Improve
Outcome Two: Student procedural fluency will improve through a focus on number sense/conceptual understanding

The second focus of EMJ's 2024–25 SDP was to strengthen students' procedural fluency and foundational number sense. This was based on data demonstrating that a large percentage of students were determined to be at risk and demonstrating a "basic" level of understanding of number sense. Data highlighted an increase in the number of students not meeting grade level expectations in grades 2 and 3, and a decline in the number of students achieving a 3 or 4. Professional conversations revealed that students required an increasing level of support in foundational numeracy skills and in procedural fluency. Perception data also demonstrated that students found it difficult to persevere when presented with challenging math tasks. By implementing daily math talks and connecting conceptual understanding to procedural fluency, it was anticipated that students would show growth in their ability to answer basic facts efficiently and flexibly, apply number knowledge to increasingly complex problems, and work confidently with numbers in a variety of contexts. This included composing and decomposing numbers, using mental math strategies, and demonstrating skill in multi-step problem-solving such as long division, multi-digit operations, and multistep word problems.



To evaluate progress toward this outcome, we examined a broad collection of data: PAT results, Grades 1–3 Numeracy Assessments (June 2025), Math Running Records (Grades 2–3), report card achievement indicators, and teacher-collected observational and anecdotal evidence. Together, these measures provided a comprehensive picture of student understanding, skill development, and fluency.

Students in Grades 1–3 demonstrated improvement in early numeracy and number sense, as shown through a reduction in the number of students at risk from September to June (November 36% at risk, June 28% at risk). This upward trend indicates targeted instruction in foundational numeracy skills, daily routines, and structured practice made a positive impact on students' conceptual and procedural understanding.

A celebration is the strong performance of EAL learners in procedural fluency. No students received an ELL indicator on their math report card stems as contrasted with reading (18%) and writing (23%). Their ability to use algorithms, apply processes, and follow steps accurately is a notable asset we can build upon. Additionally, survey data showed that **80% of EMJ students believe they can learn mathematics**, reflecting a strong sense of confidence, growth mindset, and willingness to take risks in math.

Despite strong growth in early number sense, schoolwide data reveals persistent challenges in basic fact automaticity. Most students in Grades 1–3 continue to struggle with quickly and efficiently completing basic addition, subtraction, multiplication, and division facts, as reported by teachers in perception data. This lack of automaticity limits working memory and slows students down when solving larger or multistep problems.

The Grade 6 PAT Math Part A data further highlights this concern. The average result of the Math PAT was **36%**, with

- 63% of students scoring below 30%,
- an additional 11% of students achieving between 30–50%, and
- only 26% of students scoring above 70%

These results point to a need for students to have greater fluency with multiplication and division facts, more flexible number thinking, and increased confidence working under timed conditions.

Other areas of growth include helping students think more flexibly with numbers—mentally composing and decomposing numbers, choosing efficient strategies, and understanding numerical relationships. Conceptual misunderstandings (e.g., that adding whole numbers must always result in a larger number) indicate that some students require deeper work on number magnitude, relationships, and place value understanding.

As we enter Year 2 of this SDP, our focus will entail strengthening basic fact automaticity, improving conceptual understanding of number, and expanding opportunities for deliberate fluency practice. Students will benefit from consistent daily math routines, targeted mental math strategies, clear models and visuals, and opportunities to practice strategies that explain the *what*, *why*, and *how* behind math facts—not only memorization. These steps will ensure every student builds a strong foundation in number sense and procedural fluency, supporting achievement across the math curriculum and better preparing students for multi-step and higher-order mathematical tasks.

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	Ethel M. Johnson 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	77.4	73.2	80.3	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	72.7	69.2	75.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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
	PAT6: Acceptable	n/a	66.1	62.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	24.2	18.4	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.9	82.3	88.6	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	75.5	82.5	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	74.3	69.7	73.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	71.3	69.1	77.1	80.0	79.5	79.1	Low	Maintained	Issue