


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

Samuel W. Shaw 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: Fair and equitable assessment will improve student achievement in holistic well-being and disciplinary literacy.

Outcome One: Student achievement will improve in reading through disciplinary literacy.

Outcome Two: Student well-being will improve.

Celebrations

- Students in grades 5-9 demonstrated measurable improvement in comprehension, vocabulary, and disciplinary literacy
- Grade 6 ELA PAT results show that nearly 80% of our students met acceptable standard achievement
- Grade 9 ELA PAT scores show that almost 80% of students achieved acceptable standard. This is an increase of 4.6 percentage points from 23/24.
- Grade 7 students demonstrated a notable increase in confidence and independence of learning, along with a sense of belonging (50% to 67%)
- Students reported more enjoyment, less stress, and a stronger sense of belonging and success. This was evidenced in the 24/25 CBE survey results when compared with 23/24 results
- Weekly Smudge participation (for students who self-identify as Indigenous) has risen significantly, from 25–28% early last year to 35% by year end, and now 40–48% of students to begin this year. This growth demonstrates a deepening sense of belonging for Indigenous students, who are showing greater confidence in participating in cultural practices and in inviting and including their non-Indigenous peers, contributing to a more connected and culturally responsive school community.

Areas for Growth

- Overall student belonging remained at 50% on the OurSchool Survey (no change from Fall 2024 to Spring 2025)
- Some students feel disconnected from the broader school community
- Grade 6 and 9 ELA PAT results indicates we have low achievement within the standard of excellence

Next Steps

- 6-8 week fluid learning sprints to maintain intentional focus on disciplinary language and vocabulary use across all subjects. This will ensure that students have fair access to content knowledge, that they can demonstrate and retain content knowledge effectively, and teachers can ensure that students can use and extend their knowledge independently, PAT results for 25/26 should continue to improve and reach the provincial acceptable standards and standards of excellence.
- Increase student voice opportunities to strengthen student sense of belonging
- Continue including Indigenous perspectives and relationship-based learning
- Provide intentional EAL support for students with limited English to foster a greater sense of belonging and inclusion for LP1 and LP2 students

Our Data Story:

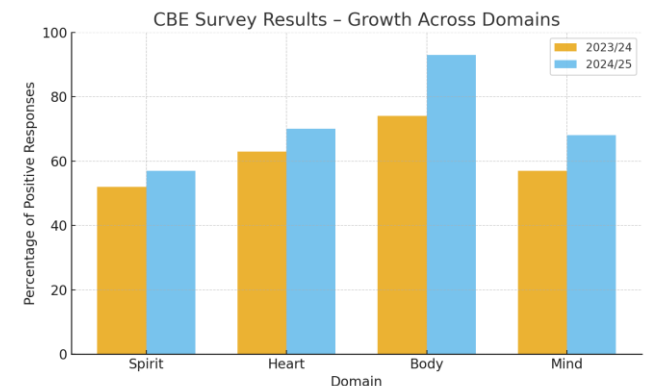
Our school focused on a holistic goal of fair and equitable assessment and how it can impact student achievement and well-being. We approached our work with the knowledge that students perform stronger academically and have a positive sense of well-being when teachers can give students a place to start (disciplinary literacy). Disciplinary literacy helps students learn how to read, write, and communicate ideas specific to different subject areas. With a specific focus on teaching vocabulary, we used teacher perception data (use of diagnostic reading assessments and teaching identified reading strategies) to specifically track student well-being in connection with disciplinary literacy. We also used the data provided in the CBE Survey, the OurSchool survey, and the Alberta Education Assurance Survey to bring the perspectives into focus. Analysis of PAT results, and the Grades 4-12 Reading Assessment Decision Tree contributed to understanding student achievement at Samuel W. Shaw.

Four questions from the CBE survey helped to guide our approach to increasing a sense of belonging at Samuel W. Shaw school. Each question was applied to one of the four domains of the Medicine Wheel for a more holistic approach. We compared the data for each from 2023/24 with the 2024/25 school year.

- Spirit (I can see culture reflected in my school): 52% increased to 57%
- Heart (I feel included at school): 63% increased to 70%
- Body (At school I have opportunities to learn from the land): 74% increased to 93%
- Mind (I have confidence in myself as a learner): 57% increased to 68%

With an overall focus on building a sense of belonging at Samuel W. Shaw school, there was also a specific focus on supporting students with feeling included in their learning environments. Inclusion is the action of creating a welcoming environment and ensuring equal access and participation for everyone, while belonging is the individual feeling of acceptance, value, and psychological safety within that environment. Within the heart domain, feeling included in one's surroundings has an important impact for building a sense of belonging for students. Data indicates that our overall sense of belonging remained at 50% for the entire school year. However, we are moving in the right direction with an increase in the number of students feeling included at school.

The 2025 Alberta Education Assurance Measures (survey for grade 7 students, parents and teachers) reflect continued strength in Teaching and Leading, Safe and Caring Learning Environments, and Student Learning Engagement, with targeted areas for growth



in Citizenship and Welcoming, Caring, Respectful, and Safe Learning Environments. This aligns closely with our SDP's emphasis on connection, equity, and student belonging.

As reported, the AEA is for grade 7 students only. At SWS, grade 7 is an intake year for students from Bridlewood to enter junior high. The SWS grade 7 students and the Bridlewood grade 7 students go through a period of adjustment while merging together.

Our strengths based on survey data from AEA for the 2024/25 school year included:

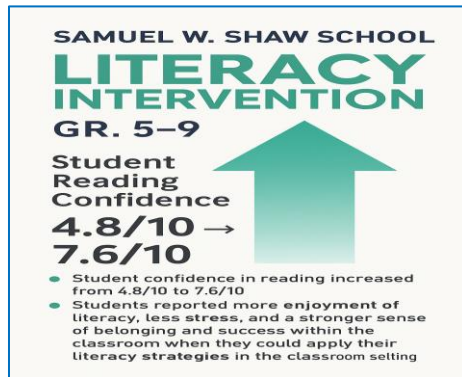
- Parental involvement at SWS increased by 5.6% in 24/25 compared to 23/24. Parents reported stronger engagement and communication with the school, reflecting deliberate efforts to build community trust and transparency
- Education quality was maintained with staff commitment to high-quality instruction and consistency across grades is evident, specifically during literacy sprint transitions and adjustments.
- Ratings remain in the good to intermediate range for strong teaching and learning culture. This supports the positive trends from literacy intervention data and staff reflections.

Our areas for growth, as indicated in the AEA:

- Student learning engagement decreased by 3.6%. While this score is within the acceptable range, engagement scores indicate the need to sustain student motivation and connection, which is particularly relevant to our SDP theme of connection/belonging. It should be noted that SWS was below the provincial average by 1%. Lower student engagement may be attributed to high levels of EAL complexities within classrooms. As reported, the AEA is for grade 7 students only. At SWS, grade 7 is an intake year for students from Bridlewood to enter junior high. The SWS grade 7 students and the Bridlewood grade 7 students go through a period of adjustment while blending together. We believe this shift and adjustment from elementary to a junior high atmosphere may contribute to lower student engagement.
- Learning supports and Welcoming, Caring, Respectful, Safe Learning Environment categories both declined by 2%. This minor decline may reflect student or staff transitions; intentional well-being and belonging strategies will help reinforce these supports. It should be noted that our enrollment fluctuated during the school year with
- Only 11 grade 7 parents completed the survey; more reminders and support for survey completion will be offered for 2025/26.

The Samuel W. Shaw learner profile is complex with continued enrolment growth. The following data likely played a key role in PAT scores, teacher perception data, and report card data.

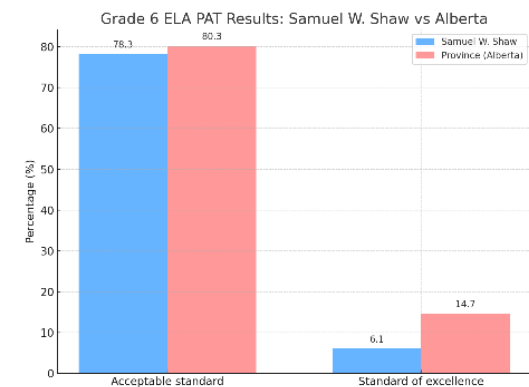
- English as an additional language learners: 30% (almost 17% of EAL students are LP1 and LP2, demonstrating no English or very limited English language skills)
- Students with identified learning complexities: 20% of total enrolment
- Enrollment on September 30, 2024 was 812 students; June 2025 enrollment had increased to 836 students (increase of 24 students over 8 months). There was a significant number of enrollment disruptions throughout the year considering the number of students that transferred out and the number of new registrations.



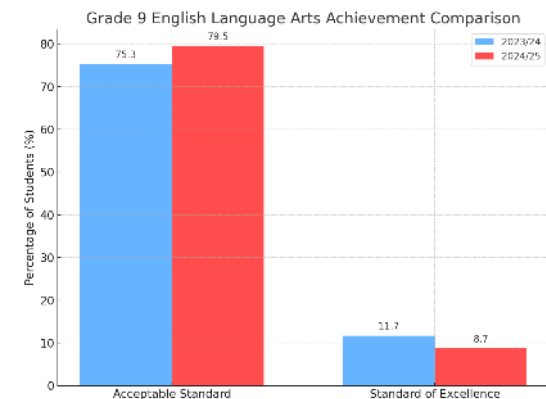
Literacy intervention was approached with pull out and push in support, as well as pull-out EAL support with an EAL assistant. Our EAL strategist supported teachers with planning and assessment of the English language learners in each class. The impact of intervention supported the SDP in building connection and belonging. Students completed personal survey responses at the beginning and at the end of the intervention.

Provincial Achievement Tests- grade 6 and 9 (PATs)

Grade 6 ELA PAT results were slightly below (2 percentage points) the provincial average for achievement within acceptable standard. 6.1% of grade 6 students achieved standard of excellence on the ELA exam.



Grade 9 ELA PAT results continue to be categorized as low achievement for both categories of acceptable standard and standard of excellence. Upon further data analysis, the grade 9 ELA scores show that almost 80% of students achieved acceptable standard. This is an increase of 4.6 percentage points from 23/24. The Alberta average for acceptable standard was 82.4%.



2024/25 Report Card Data

ELA report card stem Grades 7-9 “Reads to explore, construct and extend understanding”

The number of students that achieved mastery level (4) on the report card in June 2025 compared to January 2025:

- Grade 7: increased by 1.8 percentage points
- Grade 8: increased by 3 percentage points
- Grade 9: increased by 0.3 percentage points

It should also be noted that grade 8 and 9 report card data show a decrease in the number of students that received a 1 in June 2025 compared to January 2025.

CTF Design, Construction and Foods, along with drama, band, and art measured their success with perception data instead of report card data. Measuring report card data in semester 1 and comparing it to semester 2 does not compare the same students and their achievement in these classes. The disciplinary learning sprint involved each of the CTF classes as well as art, band and drama. Students learned to use more precise and subject-specific vocabulary to better communicate their learning. For example, in design, students shifted from writing vague reflections to more skill specific descriptions; in foods there was an emphasis on using foods-specific and descriptive vocabulary during reflections and assignments. There was also a focus on using models and exemplars to clarify expectations. Students engaged with professional and peer examples to better understand quality and deepen their learning. For example, in foods, students had access to food magazines and exemplar student work to spark descriptive reflections; in band, students listened back to previous performances to help them recognize what strong execution sounds like. Based on the perception data they collected, the CTF and complimentary course team formulated their next steps:

- ☐ Continue embedding reflection and vocabulary use into daily routines
- ☐ Share and co-analyze exemplars to clarify expectations
- ☐ Build on self-assessment practices to help student take greater ownership of their learning journey

Key Insights and Next Steps:

While it is evident that our school culture is moving in a positive direction, it is important that we continue our work to foster student belonging at school. With ongoing teacher collaboration and calibration, the use of common teaching practices will be infused to enhance disciplinary literacy that will continue to give students a place to start. A shared practice at Samuel W. Shaw School is the understanding that “disciplinary literacy instruction is a matter of equity” (*Doing Disciplinary Literacy*, p. 6). Data from literacy interventions, staff reflections, and student surveys confirm that when students feel supported in learning how to read, write, and communicate in discipline-specific ways, they also experience higher confidence, reduced stress, and a stronger sense of belonging. The approach of ensuring that students have fair access to content knowledge, that they can demonstrate and retain content knowledge effectively, and teachers can ensure that students can use and extend their knowledge independently, PAT results for 25/26 should continue to improve and reach the provincial acceptable standards. With this approach, the number of students interested in the Language Arts they are learning in school will increase.

Disciplinary literacy will remain the focus of our SDP for the next two years as it has direct impacts on student well-being and student achievement. Disciplinary literacy is “a way of teaching for engagement, empowerment, and full participation” (*Doing Disciplinary Literacy*, p. 11).

AEA Survey
The Language Arts
I am learning at school
is interesting to me



53%
2025

References:

Gabriel, R. (2023). *Doing disciplinary literacy: Teaching Reading and Writing Across the Content Areas*. Teachers College Press.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025- SAMUEL W. SHAW SCHOOL



Assurance Domain	Measure	Samuel W. Shaw 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	83.0	83.9	83.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	74.9	72.3	70.9	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
	PAT9: Acceptable	62.6	54.4	58.1	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	12.1	12.2	12.2	15.6	15.4	15.5	Low	Maintained	Issue
	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 & Leading	Education Quality	83.3	85.0	84.4	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	78.6	78.3	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	81.1	81.3	77.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	81.5	79.7	75.3	80.0	79.5	79.1	High	Maintained	Good

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

