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Calgary Board of Education

Stanley Jones School
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School Improvement Results Reporting | For the 2025-26 School Year

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

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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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: Student academic achievement will improve through varied assessment practices.

Outcome One: Student learning will improve through fair, transparent, and equitable assessment practices that intentionally cultivate student agency and embed self-assessment as part of ongoing learning.

Outcome Two: Students will increasingly thrive in a learning environment that promotes culture, connectedness, and belonging by fostering citizenship, strengthening parental involvement, and increasing student engagement in learning.

Celebrations

- Increased student clarity about learning expectations across all grade levels, especially in K-3, as noted in the school generated survey
- Growth in students' sense of belonging, connection, and confidence in their learning as noted in the CBE Survey
- Evidence that Collaborative Response interventions are leading to stronger early years literacy and numeracy outcomes
- Notable increases in student self-assessment and reflection in grades 4 and 5, as noted in the OurSCHOOL Survey
- Notable increases in goal setting and responding to feedback in grades 6 through 9, as noted in the OurSCHOOL Survey

Areas for Growth

- Strengthen opportunities for students in Grades 4 and 5 to set meaningful learning goals and respond effectively to feedback
- Continue to develop students' self-assessment and reflective learning skills in Grades 6 through 9
- Enhance family engagement and partnerships to strengthen parental involvement, as identified through the Alberta Education Childcare Assurance Measures (AECAM)

Next Steps

- Refine and strengthen targeted numeracy supports for Grade 1 students to ensure timely and responsive interventions
- Continue focused literacy and numeracy interventions across all grade levels to support student growth and achievement
- Expand opportunities through Student Well-Being Action Committee initiatives that foster inclusion, connection, and a strong sense of belonging within the school community
- Increase intentional sharing of formative assessment information and student work with families to strengthen home and school partnerships and engage families in their child's learning journey

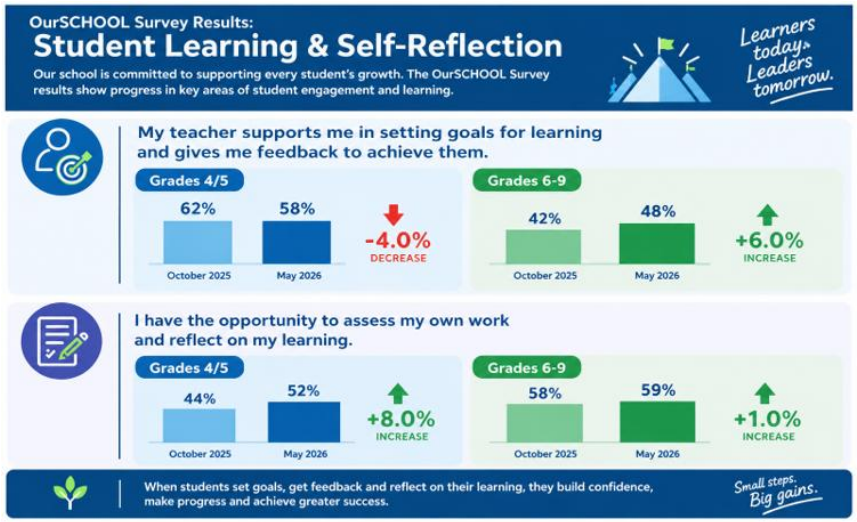
Our Data Story:

The Stanley Jones 2025–2026 School Development Plan was centered on improving student achievement through fair, transparent, and equitable assessment practices that intentionally fostered student agency and embedded self-assessment as an integral part of the learning process. Through this work, students were supported to thrive in an inclusive learning environment that promoted culture, connectedness, and belonging by strengthening citizenship, enhancing family partnerships, and increasing meaningful engagement in their learning.

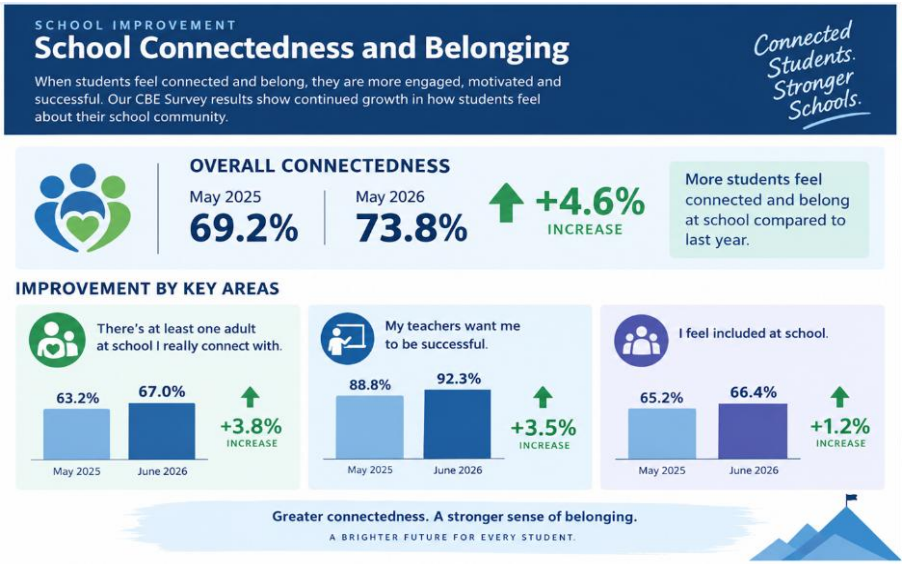
This goal was developed through a comprehensive analysis of student achievement, engagement, and perception survey data, which identified key areas for growth. The findings highlighted opportunities to strengthen students' sense of belonging by ensuring that diverse cultures, identities, and lived experiences are authentically reflected in classroom learning environments and throughout the school community. The data also reinforced the need to make learning expectations and success criteria more explicit, use high-quality exemplars to support understanding, and increase opportunities for students to actively monitor their progress through ongoing self-assessment and reflection.

Through intentional structures and collaborative professional learning, our school created conditions for teachers to deepen their understanding of fair, transparent, and equitable assessment practices that support the success of every learner. Teachers engaged with the Teacher Assessment Tool, strengthened understanding of student well-being, and expanded instructional practices. Within Professional Learning Communities, teachers calibrated assessment practices, co-created rubrics that incorporated student voice, designed common assessments that honored multiple ways for students to demonstrate their learning, and refined clear, meaningful success criteria. Students were increasingly engaged as active partners in the assessment process by using success criteria to reflect on their learning, participate in ongoing self-assessment, identify next steps, and develop greater ownership of their growth as learners.

As teachers leaned into fair, transparent, and equitable assessment practices, students began to understand their learning paths with greater clarity and continued to develop goal setting tactics. Teachers intentionally created opportunities for students to engage in self-assessment, reflect on their learning, and take increasing ownership of their progress. As these practices became more deeply embedded, they fostered student agency, built learner confidence, and created conditions for improved achievement and meaningful engagement in learning. The OurSCHOOL survey demonstrated students in Grades 4 through 9 are increasing in self-assessment competencies (Gr 4-5: +8 percentage points, Gr 6-9 +1 percentage points). In K-3, where we developed our own assessment criteria survey, there was considerable growth - students' understanding of their learning tasks jumped by 7.4 percentage points, their sense of purpose by 7.2



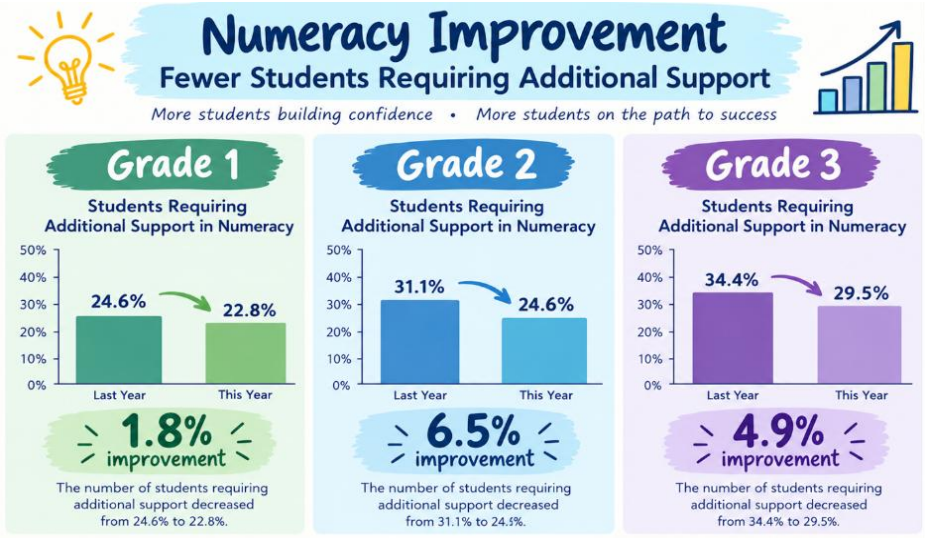
percentage points, their ability to show teachers what they learned by 4.1 percentage points, and opportunities to assess their own learning by 4.4 percentage points.



Greater clarity in learning expectations and assessment practices also contributed to an increased sense of belonging across the school community. Student survey results showed a 4.6 percentage points increase in overall connectedness, with more students reporting that they have a trusted adult at school (+3.8 percentage points), believe their teachers want them to succeed (+3.5 percentage points), and feel included in the school community (+1.2 percentage points). These findings suggest that when assessment is transparent, supportive, and focused on growth, it strengthens both student engagement and the meaningful relationships that support learning.

The impact of this work was also evident in literacy outcomes, with Collaborative Response interventions in Grade 1 supporting more students in developing confidence and independence as readers. Acadience data showed a 3.0 percentage points improvement in the number of students no longer requiring additional support, along with a 9.3 percentage points increase in the number of students achieving above benchmark. In Grade 2, LeNS Provincial Assessment results demonstrated a 19.7 percentage points improvement, while CC3 Provincial Assessment results remained consistent. Grade 3 assessment data also reflected a 3.3 percentage points improvement in student achievement. Together, these results demonstrate the impact of timely, targeted interventions and the continued effectiveness of responsive literacy supports.

Collaborative Response numeracy interventions in Grades 1, 2, and 3 resulted in measurable improvements in the number of students requiring additional support. In the Numeracy Screening Assessment, Grade 1 students demonstrated a 1.8 percentage points improvement, Grade 2 students experienced a 6.5 percentage points improvement, and Grade 3 students achieved a 4.9 percentage points improvement. These results highlight the impact of responsive numeracy supports and targeted interventions in strengthening student mathematical understanding and achievement.



Insights and Next Steps:

As we reflect on the past year, our data tells a story of meaningful growth and renewed purpose. Steady improvements in fostering a sense of belonging and strengthening assessment practices remind us that when we work collaboratively—listening to students, learning alongside colleagues, and responding intentionally—we create the conditions for success.

Our Collaborative Response structures continue to have a positive impact, particularly in the early grades, where Acadience, LeNS, and CC3 results demonstrate encouraging gains in literacy for many of our youngest learners. In addition, improvements in numeracy across Grades 1–3 indicate that targeted interventions are making a meaningful difference in student learning. These results remind us that improvement is an ongoing journey rather than a linear path. Behind every data point is a child with a unique learning story, reinforcing the importance of continuing to respond thoughtfully, celebrating growth, and remaining committed to meeting the needs of every learner.

Students shared that they feel a stronger sense of belonging and connection at school, affirming the positive relationships that staff continue to build with learners each day. Growth in citizenship also suggests that providing students with meaningful opportunities to contribute to their school community has a positive impact. While the AECAM survey results related to parental involvement and student learning appear to show a decline, these findings should be interpreted with caution. Only a small proportion of families completed the survey, resulting in suppressed data values and limiting the ability to draw reliable conclusions. As we move forward, we will continue to seek meaningful ways to engage families and gather feedback that more accurately reflects the experiences of our school community.

Looking ahead, our next steps reflect a continued commitment to ensuring every student experiences success. We will refine and strengthen targeted numeracy supports in Grade 1, ensuring our Collaborative Response processes identify and respond to learning needs in a timely and purposeful way. Focused literacy and numeracy interventions will continue across all grades, providing students with the targeted instruction and support needed to build confidence and achievement. Our commitment to student well-being will continue to grow through the work of the Well-Being Action Committee and professional learning led by our Social-Emotional Learning (SEL) teacher. Together, these efforts will help ensure that students' well-being is intentionally supported alongside their academic growth. We will also continue to strengthen formative assessment practices so that students see themselves as capable, self-directed learners who can monitor, reflect on, and celebrate their progress. At the same time, we will deepen our commitment to transparency by sharing assessment information and student work more intentionally with families, fostering stronger partnerships and inviting them to play an active role in their child's learning journey.

Taken together, our data tells a compelling story: when assessment is purposeful, relationships are strong, and learning is made visible, students are more engaged, more confident, and better positioned to thrive in a school community where they feel a true sense of belonging.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	Stanley Jones 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	72.9	79.5	82.3	84.2	83.9	84.0	Very Low	Declined	Concern
	Citizenship	73.1	70.6	73.5	81.2	79.8	79.8	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	61.8	69.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	13.2	8.2	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.9	81.3	83.7	87.8	87.7	87.8	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.7	81.6	79.2	85.8	84.4	84.4	Very Low	Maintained	Concern
	Access to Supports and Services	64.8	61.1	65.3	79.5	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	73.6	73.9	75.5	79.9	80.0	79.5	Low	Maintained	Issue