


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

Terry Fox 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 achievement in literacy will improve.

Outcome One: Student achievement in reading will improve through intellectually engaging task design and targeted literacy intervention.

Outcome Two: Student overall sense of safety and belonging will improve through increased choice, voice and representation in their learning.

Celebrations

- Teachers collaborated in PLCs and Collaborative Response Team meetings, using the K–9 calibration protocol to strengthen assessment consistency and instructional planning.
- Vocabulary growth was observed through CORE screener data, indicating progress in foundational literacy skills.
- Student engagement with reading improved significantly: CBE Student Survey – “I have an opportunity to read interesting books” increased from 20.49% to 42.49%.
- Professional learning focused on multiple modes of assessment and student choice and voice, leading to more inclusive classroom practices.
- Whole-school literacy interventions were implemented consistently, with twice-weekly sessions using *Word Connections* and flexible groupings informed by CORE vocabulary and ORF fluency screeners.

Areas for Growth

- Building consistency in embedding vocabulary building strategies across all disciplines to strengthen reading and language development for all learners, while leveraging targeted supports for EAL students.
- Increasing student engagement with language arts beyond book choice by connecting reading tasks to real-world contexts and curriculum relevance.
- Leverage diagnostic literacy screener data to inform and guide flexible groupings and targeted small group literature instruction.

Next Steps

- Embed meaningful daily literacy tasks across content areas and provide twice-weekly differentiated interventions to address diverse learner needs.

- Use consistent classroom routines to create vocabulary-rich environments and strengthen literacy skills through authentic practice.
- Leverage Professional Learning Communities and Collaborative Team meetings to align strategies, share data, and plan responsive interventions.
- Engage in collaborative discipline planning to design tasks and assessments that integrate literacy development across subjects.

Our Data Story:

Setup

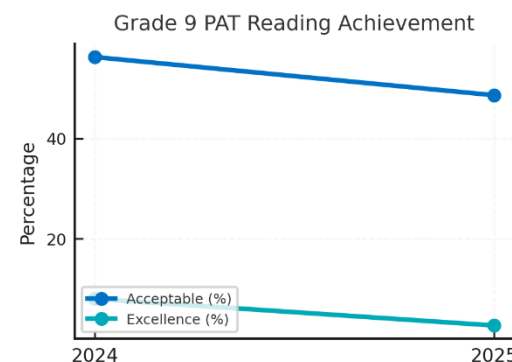
At the start of Year One of our School Development Plan, our school served approximately 590 middle years learners in Grades 7–9. Our community is enriched by its diversity, with 69% of students identified as English as an Additional Language (EAL) and 7% self-identifying as Indigenous. This diversity brings rich cultural perspectives and underscores the importance of creating equitable opportunities for success and belonging.

The key goal for Year One focused on improving student achievement in literacy, with a particular emphasis on reading. Two outcomes guided this work: first, that student achievement in reading would improve through intellectually engaging task design and targeted literacy intervention; and second, that students' overall sense of safety and belonging would strengthen through increased choice, voice, and representation in their learning.

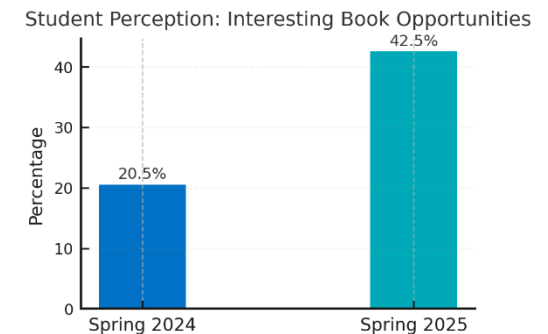
This goal was chosen based on analysis of literacy achievement data and student perception surveys conducted prior to Year One. These insights highlighted the need to enhance inclusion and representation in daily learning experiences while addressing gaps in reading achievement. By focusing on academic achievement, intellectual engagement, and targeted interventions, we aimed to create learning environments where students experience voice, choice, and representation—fostering a stronger sense of belonging and safety.

Discovery

Our analysis of Year One literacy achievement data revealed important trends and areas for reflection. Provincial assessment results showed a decline in reading performance, with Grade 9 PAT scores dropping from 56.2% at the Acceptable Standard and 8.0% at the Standard of Excellence in June 2024 to 48.6% and 2.7% respectively in June 2025. While ELA report card data for learners remained relatively stable across the year, this contrast suggests that while classroom instruction supported foundational skills, deeper comprehension and critical reading require further attention.



Student perception data offered a more encouraging picture of engagement. The percentage of students reporting that they had opportunities to read interesting books more than doubled, rising from 20.49% in Spring 2024 to 42.49% in Spring 2025. Measures of safety and belonging also improved slightly, while interest in language arts remained unchanged. These insights indicate that efforts to provide choice and culturally responsive texts were successful in fostering engagement, even as achievement outcomes highlighted persistent challenges.



Instructional practices shifted significantly throughout the year. Teachers implemented whole-school, twice-weekly literacy interventions using *Word Connections*, focusing on phonics and phonological awareness. Flexible groupings were informed by CORE vocabulary and ORF fluency screeners, ensuring targeted support for fluency and vocabulary development. Professional Learning Communities and Collaborative Response Team meetings became central to our approach, enabling teachers to analyze data and design responsive strategies. Collaborative Response emphasized high-impact practices to increase task initiation and engagement, while PLCs used the K–9 calibration protocol to ensure fair and consistent assessment.

Professional learning deepened teacher expertise in embedding vocabulary instruction across disciplines, integrating literacy strategies into intellectually engaging tasks, and offering multiple modes of assessment with student choice and voice. Classroom shifts included scheduled independent reading with teacher modeling, weekly Learning Commons visits, and access to culturally relevant texts connected to real-world events. Teachers also explored strategies to cultivate a joy of reading, leverage AI tools to adjust reading levels, and use visuals, hooks, and annotation techniques to support comprehension. These collective efforts reflect a strong commitment to improving literacy outcomes and creating inclusive, engaging learning environments.

Despite these comprehensive strategies, our outcome measures as a whole underscore the need for continued refinement in strengthening reading comprehension and critical reading skills, particularly in addressing the gaps in foundational literacy skills.

Resolution

During Year One, our school community demonstrated strong collaboration and commitment to literacy improvement. Teachers worked together in PLCs and Collaborative Team meetings, using the K–9 calibration protocol to strengthen assessment consistency and instructional planning. This collective effort translated into measurable gains: vocabulary

growth was evident in CORE screener data, and student engagement with reading nearly doubled, as reflected in the CBE Student Survey. Professional learning focused on multiple modes of assessment and student choice and voice, fostering more inclusive classroom practices. Whole-school literacy interventions were implemented consistently, with twice-weekly sessions using Word Connections and flexible groupings informed by CORE vocabulary and ORF fluency screeners.

While these successes are significant, opportunities remain to deepen impact. Building consistency in embedding vocabulary strategies across all disciplines will strengthen language development for all learners, particularly EAL students. Increasing engagement beyond book choice by connecting reading tasks to real-world contexts and curriculum relevance is another priority. Additionally, leveraging diagnostic literacy screener data more effectively will help guide flexible groupings and targeted small-group instruction.

Moving forward, we will embed meaningful daily literacy tasks across content areas and maintain twice-weekly differentiated interventions to address diverse learner needs. Classroom routines will be refined to create vocabulary-rich environments and provide authentic practice. At the school level, PLCs and Collaborative Response Team meetings will continue to align strategies, share data, and plan responsive interventions. Finally, collaborative discipline planning will ensure task design and assessment integrate literacy development across subjects, creating a cohesive approach that supports every learner.

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	Terry Fox 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	78.7	81.3	84.2	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	69.1	63.5	70.6	79.8	79.4	80.4	Low	Maintained	Issue
	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	31.9	37.4	39.2	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	3.4	4.7	5.5	15.6	15.4	15.5	Very Low	Declined	Concern
	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	80.4	80.6	83.5	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.1	68.8	74.8	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	78.9	76.5	78.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	79.7	72.1	76.2	80.0	79.5	79.1	High	Maintained	Good