



Bowcroft School

3940 73 Street NW, Calgary, AB T3B 2L9 t | 403-777-6020 f | 587-933-9752 e | bowcroft@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 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 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: Students' achievement in Literacy will improve

Outcome One: Student decoding skills in English and German will improve.

Celebrations

- Significant improvement of decoding skills across grades (see data section for more detailed information)
 - No Indigenous students requiring additional supports by June 2025 (CC3 in the June 2025 post assessment)
 - LeNS 84.75% of students (100/118 students) not requiring additional supports in June's 2025 post assessment
 - 20 of 29 students in grade 1 and 2 moved from at-risk to not requiring additional supports (LeNS), (an improvement of 69%)
 - 88.33% of students are not requiring additional supports by June 2025 (159 of 180)
- Overall increase of the level 4 indicator in the report card stem: Reads to explore and understand in all grades (except for grade 4)
- PATs: reading comprehension section - results show that more grade 6 students attained the Acceptable Standard (78.9%) than the province (75.1%) and the Standard of Excellence was similar: 28.9% (province 29.4%)

	Indicator	January report card (term 1)	June report card (term 2)	Improvement
Grade 1	4	8.4%	15.7%	7.3%
Grade 2	4	7.3%	12.2%	4.9%
Grade 3	4	8.0%	21.0%	13%
Grade 4	4	8.5%	8.5%	0%
Grade 5	4	8.2%	16.4%	8.2%
Grade 6	4	3.9%	9.2%	5.3%

Areas for Growth

- Building students' awareness and understanding of their next steps to improve their reading. 62.5% of teachers reported that they only 'sometimes' give students "opportunities for students to think about how they are progressing as readers, writers and speakers."
- Continue improving Early Years Literacy Assessment results.
- Access to high-interest, relevant texts that connect reading skills to students' personal interests and real-world goals

Next Steps

- Using the Grade 4-12 Reading Assessment Decision Tree and early learning assessment data to configure effective small groups for explicit reading instruction.
- Intentional use of formative feedback in supporting student self-advocacy and understanding of next steps in their reading improvement.
- Increase engagement and choice in reading by integrating high-interest, age-appropriate texts that foster curiosity

Our Data Story:

Bowcroft's 2024-2025 School Development Plan focused on strengthening early literacy skills, particularly decoding, for students from Kindergarten to Grade 6 by improving attendance and belonging.

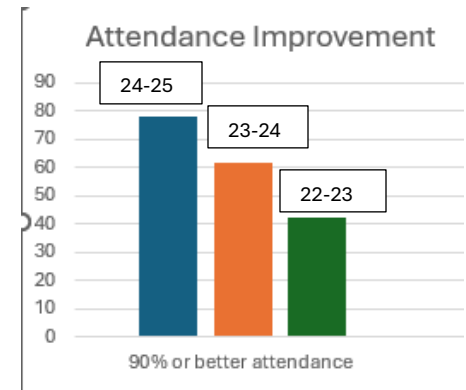
Regular attendance was identified as essential for literacy growth, as each Heggerty and UFLI Foundations lesson builds directly upon the previous one. Consistent participation in daily instruction allows students to master phonemic awareness, decoding, and fluency skills that are the foundation for learning to decode words.

To support these goals, staff engaged in ongoing professional learning centered on understanding the needs of neurodivergent learners and building a warm, welcoming, and inclusive school culture. This learning emphasized the importance of relationships, predictable routines, and strategies that reduce barriers to engagement for all students. Students' sense of belonging was further strengthened through a variety of lunch clubs and extracurricular opportunities—including hockey, choir, yoga, leadership, and cosmetology. These clubs created positive connections between students and staff, promoted teamwork, and had a noticeable impact on attendance, school spirit, and overall well-being.

Teachers deepened their knowledge and practice of structured literacy instruction through the UFLI Foundations program, CBE Literacy Framework, Scarborough's Reading Rope, and the CBE Reading Assessment Decision Tree. These evidence-based resources guided teachers in forming intentional small-group instruction that addressed students' specific needs in phonological awareness, decoding, fluency, and comprehension.

Through regular collaboration in Professional Learning Communities (PLCs), teachers analyzed assessment data, shared strategies, and refined their instructional approaches to ensure every student experienced growth. PLCs provided a consistent structure for professional dialogue, goal setting, and the monitoring of student progress throughout the year.

Staff also participated in social-emotional learning (SEL) initiatives through the CASEL framework and Classroom Champions program. These initiatives supported students in developing resilience, a sense of belonging, self-regulation, and goal-setting skills - all of which are essential for learning and personal growth.



As a result of these combined efforts, students demonstrated steady progress in reading and decoding, particularly in the early grades, where foundational literacy skills are critical. Grade 4-6 students also showed improved decoding skills and overall achievement, reflecting the positive impact of targeted literacy instruction and a strong sense of belonging.

CC3 testing conducted in September 2024, January 2025 and May 2025 showed excellent progress of all grade 1 to 3 students. CC3 testing in June 2025 showed 35% less students at-risk. The chart shows the improvement of students.

Noteworthy in the report card data is the fact that the grade 6 students had the largest portion of struggling readers (21.1% with an indicator of 1 and 18.4% with an indicator of 2 **in term 1** with little movement in term 2 in the number of students receiving a 1.

50% of the students receiving an indicator of 2 in term 1 moved up to an indicator of 3 for term 2). The PAT results confirmed that the reading comprehension of the grade 6 classes had improved as 78.9% attained an acceptable standard (province 75.1%), 28.9% met the Standard of Excellence (province 29.4%) and 21.1% students were Below Acceptable Standard (24.9% province).

Improvement of Decoding Skills as per CC3 Testing Results (# of sts passing)				
	Non-Words Card 1	Non-Words Card 2	Non-Words Card 3	Non-Words Card 4
Grade 2	26.75%	19.5%%		
Grade 3	8%	21%	24.7%	+5%,
	Regular Words Card 1	Regular Words Card 2	Regular Words Card 3	Regular Words Card 4
Grade 2	19.75%	31%	18.25%	0%,
Grade 3	9%	14.67%	25.67%	6.67%

Insights and Next Steps

While students have shown excellent progress in their decoding skills, particularly in grade 1-3, it is important to continue with a strong focus on early literacy learning and teaching of decoding skills at all grade levels as Bowcroft has ongoing changes in enrolment throughout the year. The report card data also showed that the grade 4 students did not increase the indicator of 4 in their report card stem: Reads to explore and understand, indicating that particular attention will need to be paid to this year's grade 5 students.

Survey data also highlighted the importance of engaging in relevant reading materials as only 53.85% of students reported reading interesting books (CBE Student Survey (grade 4-6). The **Alberta**

Education Assurance Measures Framework (grade 4-6 students) showed an overall improvement of all measures – all playing a part in the improvement of student outcomes.

Measure	Bowcroft LAST year 2023-24	Bowcroft Current Year 2024-25	Year Over Year Improvement
Student Learning Engagement	72.9%	83.7%	10.8%
Citizenship	67.9%	80.3%	12.4%
Education Quality	79.3%	90.6%	11.3%
Welcoming, Caring, Respectful and Safe Learning Environments	75.0%	88.7%	13.7%
Access to Supports and Services	64.1%	76.1%	12.0%
Parental Involvement	59.9%	80.6%	20.7%

Goal Two: Student's experience of feeling safe and welcome at school will improve

Outcome One: Students' sense of belonging and treating each other well will increase.

Celebrations

We are very proud of the significant progress our students have made in feeling safe, cared for, and connected at school.

- **Feeling Safe:** 90% of Grade 4 students reported feeling safe at school (up from 62%, a 28% improvement). (Alberta Assurance Framework Survey)
- **Feeling Welcome:** 93% of Grade 4 students felt welcome (up from 67%, a 26% improvement). (Alberta Assurance Framework Survey)
- **Sense of Belonging (CBE Student Survey, Grades 4–6):**
 - Grade 4: 84% agree
 - Grade 5: 71% agree
 - Grade 6: 84% agree

Area for Growth

- **Belonging:** While last year's data showed strong growth, the Fall 2025 *OurSCHOOL* survey reflected a slight decrease in students' sense of belonging:
 - Grades 4–5: down 2% (from 73% to 71%)
 - Grade 6: down 6% (from 71% to 66%)
- **Inclusion:** Only 67% of students reported feeling included (CBE Student Survey, Spring 2025).

Next Steps

- Continue daily personalized calls home when students are absent.
- Continue to strengthen classroom and school-wide practices that foster inclusion and belonging.
- Increase opportunities for student voice and leadership to enhance peer connections.
- Provide targeted supports and activities that help all students feel valued and included.
- Monitor belonging and inclusion data throughout the year to ensure continued growth.

Our Data Story:

Belonging and safety are the foundation for learning and well-being in schools. When students feel included, respected, and physically and emotionally safe, they are more engaged and resilient. We focused on belonging and attendance because, like literacy, consistent attendance is required for establishing and maintaining relationships – with peers as well as the adults. Likewise, a higher sense of belonging supports regular attendance. The success of the staff last year to build relationships with students is clearly reflected in the results of the CBE Student Survey, Spring 2025, as well as the Alberta Education Assurance Framework survey, spring 2025. Here are some excerpts:

■ Positive Peer and Teacher Relationships:

- Students feel teachers care about them: 96% (up from 71%)
- Students feel peers care about them: 85% (up from 43%)
- Students feel respected by others: 85% (up from 43%)
- Students feel a strong sense of belonging: 90% (up from 60%)

Heart - To Belong

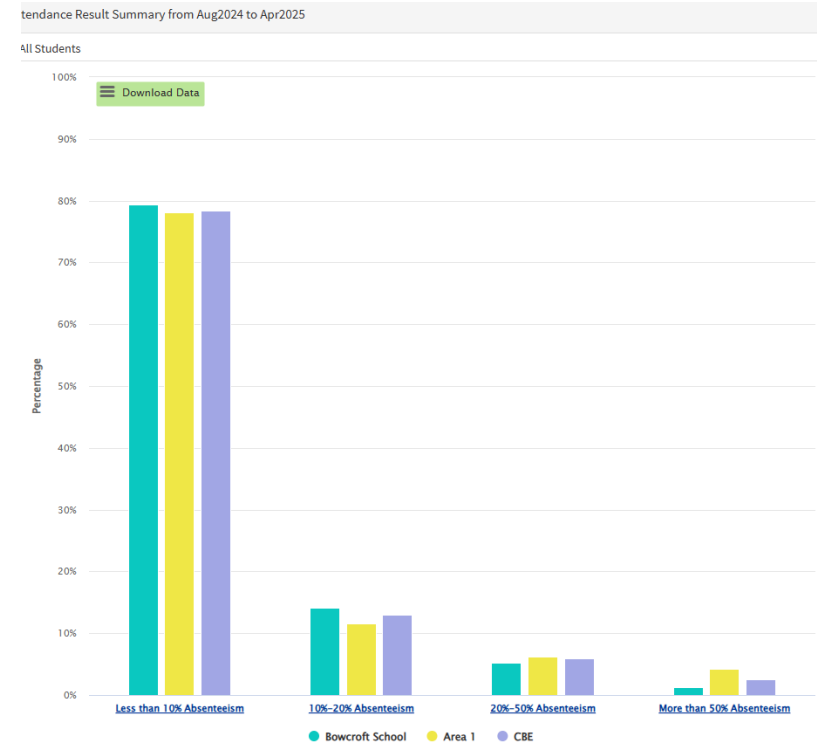
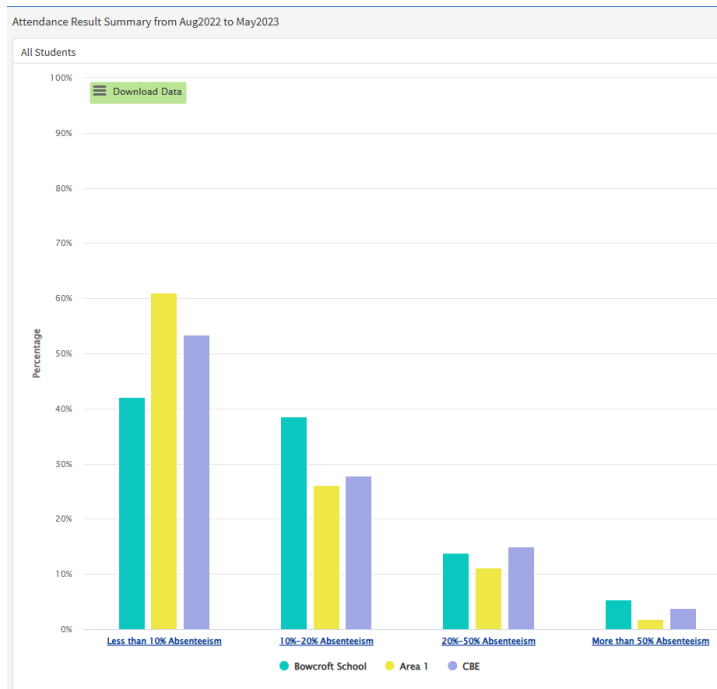
	12	11	10	9	8	7	6	5	4	Overall
I feel included at school.										
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	78.79%	52.94%	70.27%	67.31%
I feel welcome at school.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	72.73%	63.64%	78.95%	72.12%
My teacher(s) want me to be successful.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	100.00%	97.06%	100.00%	98.99%
My teacher(s) care about me.	12	11	10	9	8	7	6	5	4	Overall
Overall Agreement %	NRP	NRP	NRP	NRP	NRP	NRP	96.43%	91.18%	100.00%	95.96%

Insights

Survey data showed that Grade 5 students from last year were consistently lower in all parts of friendship/bullying/belonging than the grade 4 or 6 students, requiring that special attention will need to be paid to this cohort of students while they are attending in grade 6 during the 25-26 school year.

Another area for potential improvement can be found in more sleep and less screen time at home, as 50% of students say they arrive at school tired and that they spent too much time online (screen time). Engaging parents in the discussion of the importance of sufficient sleep and less screen time (and not technology in bedrooms) could result in positive student outcomes.

On the left, you see the attendance data from 3 years ago compared to the attendance from the 2024-25 school year. Across the system, attendance improved. The first column on the left of each chart represents that percentage of students who attended 90% or more that school year. At Bowcroft, that number almost doubled.



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	Bowcroft 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	83.7	72.9	78.4	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	80.3	67.9	75.8	79.8	79.4	80.4	High	Maintained	Good
	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	54.8	52.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	16.7	11.6	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	90.6	79.3	85.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	75.0	82.9	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	76.1	64.1	73.4	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	80.6	59.9	69.9	80.0	79.5	79.1	High	Maintained	Good