

**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

Banting and Best 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: Through the intentional design of the learning environment, students will improve in literacy and well-being.

Celebrations

- Significant increase in reading progress across all grades: an overall decrease of 49% of students requiring additional supports as compared to the number of students at risk the previous year.
- Significant increase in reading progress particularly in the grade 3 cohort based on overall report card indicators where indicators of '1' (0.8%) and '2' decreased (9%) and indicator of '4' increased (21%).
- Increased student attendance: Reducing absenteeism over 20%, by 7% and reducing absenteeism over 10%, by 11% as compared to the previous year.
- Students feeling greater willingness to take positive risks based on the CBE Student Survey questions of "I ask questions when I have them," with a 10% increase.
- Significant writing progress across all grades: an overall increase in student achievement based on assessment of writing samples at key intervals throughout the year

Areas for Growth

- Building students' reading comprehension including increasing access to high-interest, relevant texts, vocabulary development and inferencing skill development.
- Focusing on Text Forms and Structures of written work including organization, increasing complexity through increasing relevant details and elaborating on main ideas, and increasing clarity of writing.
- Connecting with our parent/family community to support literacy practice through a 'Reading Buddy' volunteer program

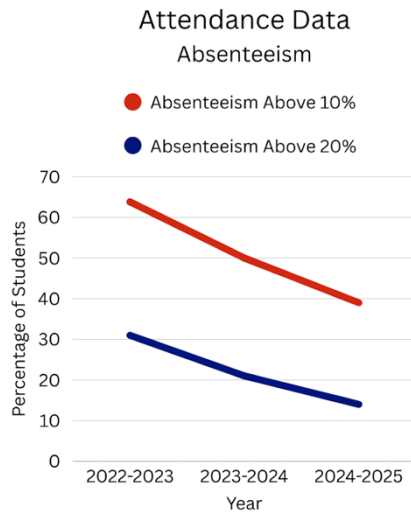
Next Steps

- Using our established Collaborative Response Model to identify and solve key issues that relate specifically to literacy outcomes
- Identify and implement the use of Language Comprehension strategies during class read-alouds. Teachers will observe and provide feedback to their colleagues to build a common understanding of these strategies and identify impact.
- Increase engagement by modelling a wide range of literature from various genres and for various purposes.

Our Data Story:

Banting and Best School's 2024-2025 School Development Plan focused on improving literacy skills and knowledge for all learners. This goal was approached by implementing school wide strategic reading and writing processes with the support of well-being strategies to increase attendance, sense of belonging and positive risk-taking. It was reported by teachers that students were often hesitant to engage in literacy learning with a particular reluctance in written tasks. Overall, students did not view themselves as 'writers'. To address this, it was determined that consistent reading support based on the Science of Reading with explicit and systematic instruction would support students in feeling confident to attempt spelling in their writing. Students across all grades participated in daily UFLI (University of Florida Literacy Institute) lessons to develop accurate decoding skills, as well as strategic Haggerty phonemic awareness lessons. Additionally, we implemented low stakes writing tasks such as weekly Free writes, targeted vocabulary instruction strategies, using engaging and open-ended writing prompts and choice boards to remove barriers. We monitored progress regularly through writing samples that were assessed against grade normed rubrics with the following categories: vocabulary, writing ideas and information content, and text forms and structures. These regular check-ins allowed us to identify common areas of strength and growth. We also used the results to adjust our professional learning and set next steps for students.

Encouraging positive risk-taking went beyond specific literacy instruction. Teachers participated in Collaborative Response Meetings where they identified key issues that were relevant in response to social-emotional learning needs that were impacting student achievement. Throughout the year, these sessions addressed self-awareness, self-management, social awareness, relationship skills and responsible decision-making. By identifying key issues, implementing action plans and then reflecting on successes and ongoing challenges, teachers were able to address significant needs and document improvements in student readiness for learning.



Regular attendance at school provides maximum learning opportunities and has been linked to increased learning success for students. Banting and Best School implemented a variety of strategies to support students and families through school-wide implementation of common language, structures and processes to support a strong school environment rooted in student and staff sense of belonging as well as intentional school culture development. As a result, we have seen a considerable decrease in student absenteeism.

- Absenteeism above 10% has decreased by 11% over the previous year and 25% over the previous 2 years.
- Absenteeism above 20% has decreased by 7% over the previous year and 18% over the previous 2 years.

Students also continue to report a strong sense of belonging at school as evidenced in our CBE

CBE Student Survey



I feel included at school.

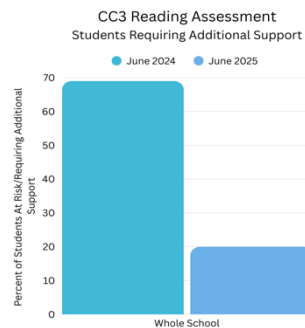
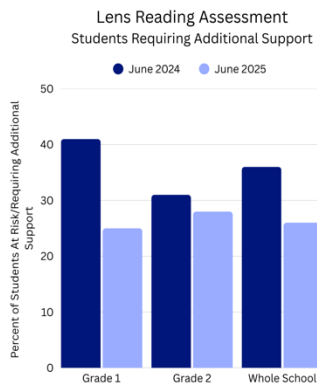
2023-2024	81%
2024-2025	78%



I ask questions in class when I have them.

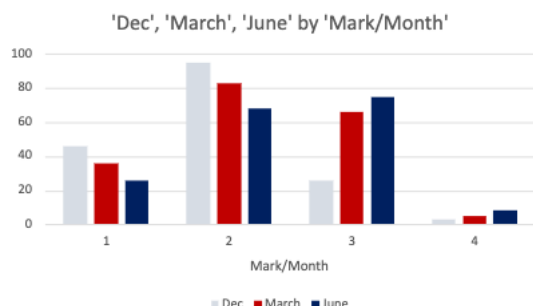
2023-2024	76%
2024-2025	86%

Student Survey. This survey also reflected an increase in positive risk-taking indicated by students' willingness to engage in question asking in class. This result aligns with qualitative data from teachers who indicated an increase in students' willingness to try, even when it was difficult and a significant increase in written output throughout the year.



While report card data reviewed for Writes to Express Ideas and Reads to Explore did not result in consistent patterns, our results for the reading assessments LeNS and CC3 did demonstrate marked student achievement increases in all areas and grades of assessment. The number of students Requiring Additional Support decreased indicating that many students gained the skills needed at their grade level. Throughout the year our teachers and educational assistants became experts in delivering the strategic reading lessons. All students were monitored daily and advanced to the next progression upon completion of their current level. This personalization ensured growth on an individual's own timeline and eliminated potential learning gaps.

Writes to Express Whole School Data.



Review of our Writes to Express Data showed significant improvement in writing at all grades. The number of students receiving an indicator of '1' and '2' on the teacher generated rubric, decreased in each grade. The number of students receiving an indicator of '3' or '4' increased at each grade. Students and teachers reported an increase in excitement towards writing, an increase in positive 'writer' identity and no students refusing to engage in writing. The quantity and complexity of student writing also significantly improved as evidenced by the use of more tier 2 vocabulary words, increased clarity in content and writing that followed a more structured format within writing samples.

Insights and Next Steps: Based on the increased achievement in reading, we will continue to use UFLI and Haggerty reading instruction lessons for all grades. When looking at the reading process through Scarborough's Reading Rope these processes mainly address word recognition skills through, Phonological Awareness, Decoding and Sight Recognition. Moving forward, we will focus on teaching and learning strategies that build Language Comprehension through, Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning and Literacy Knowledge. We will target classroom Read-alouds as the format to imbed Language Comprehension strategies. Writes to Express Data collected last June, indicated the lowest scores in Text Forms and Structures and will become our focus moving forward. We will continue to use applied strategies from last year while building our collective knowledge with the new focus area.

Our CBE Survey is administered twice per year to all our students and gathers their feedback on a wide variety of factors that affect their school experiences such as self-improvement, mental, emotional and physical health, school culture, etc. The component that scored the lowest for students in June of 2025 was "I know what to do if I'm having a problem with friends," with an overall score of 73.91%. While this is not directly related to Literacy Achievement, we know that when students have unresolved social situations, it can interfere with their ability to focus on learning. As such, we will develop schoolwide strategies to help support friendship and conflict resolution strategies.