



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

Sir Wilfrid Laurier School

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Sir Wilfrid Laurier School Goals

- Reading Comprehension
- Conceptual Understanding of Number
- Connectedness and Belonging

Our School Focused on Improving

- reading comprehension
- conceptual understanding of number
- connectedness and belonging

We chose to focus on these areas as our student data, as measured on report cards and on provincial assessments, indicated gaps in these foundational skills were limiting students' ability to develop their mental math skills and make text connections for deeper reading comprehension. We also noticed, based on the CBE Student Survey results as well as locally developed student surveys, some students did not have a positive sense of belonging and did not feel connected to the school community.

What We Measured and Heard

We primarily used perception data, report card data, and common assessments to measure growth in the areas of literacy, mathematics, and well-being. In recent years, K-6 schools have been rolling out a new curriculum, and we've been actively involved in this transition, especially for our grade 6 students. Last year, grade 6 students did not write the English Language Arts and Literature Provincial Achievement test. To compare the results and improvement in ELA, we focused on report card data across all grades for consistency.

Report Card Data – Students Receiving a Indicator of 3 (Good) and 4 (Excellent)

Reads to Explore	Jan (2024)	June (2024)	Improvement
Gr. 6	85.8%	86.3%	0.5%
Gr. 7	73.9%	78.9%	5.0%
Gr. 8	37.5%	54.6%	17.1%
Gr. 9	54.6%	63.8%	9.2%

Number	Jan (2024)	June (2024)	Improvement
Gr. 6	77.1%	80.9%	3.8%
Gr. 7	84.1%	88.3%	4.2%
Gr. 8	68.9%	58.4%	(10.5%)
Gr. 9	78.1%	78.1%	0%

Teacher Created Common Assessments

	Fall 2023	Spring 2024	Improvement
Math – Number Stem	51.9%	63.1%	11.2%
Literacy – Text Annotation	44.27%	70.02%	25.78%

Perception Data

	Spring 2023	Spring 2024	Improvement
I feel a connection to the texts (books, pictures, videos) I read and hear in class	63.29%	71.9%	8.61%

I know what to do next to improve in math	82.19%	89.38%	7.19%
I think deeply and slowly when solving math problems	76%	82.17%	6.17%
I feel included at my school	67.82%	64.24%	(3.58%)
At my school I learn about Indigenous ways of being, belonging, doing and knowing	85.95%	91.89%	5.94%
	Fall 2023	Fall 2024	
Students with a positive sense of belonging	67%	68%	1%
Students who have friends at school they can trust and who encourage them to make positive choices	76%	78%	2%

Along with improvements in both report card data and common assessments, we also noticed an improvement in our students' perception data on the CBE Student Survey from last year to this year in relation to their ability to identify what to do next to improve math and their connection to the texts they read and hear in class. We also noticed an improvement in students' ability to think deeply and slowly when solving math problems.

Additionally, through school-generated surveys, students reported an increase in positive social interactions that made them feel welcome, as well as an increased opportunity to learn about, include, and celebrate different cultures.

On the Alberta Education Assurance Measures, there was an increase in the percentage of teachers that agree students have access to the appropriate supports and services at school. When asked, both parents and teachers indicated the school has improved or stayed the same in the last three years.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Along with improvements in both report card data and common assessments, we also noticed an improvement in our students' perception data on the CBE Student Survey from last year to this year in relation to their ability to identify what to do next to improve math and their connection to the texts they read and hear in class.	- Students' annotation skills have improved - Students' reading comprehension has improved - Students' numeracy skills have improved in Gr. 6, 7 & 9 - Students are more confident and are better able to identify what they need to do next to improve in math	- Incorporate thinking routines and structured conversation into collaborative learning environments to facilitate the development of trusting relationships. - Continue to support the creation of positive interpersonal relationships - Enhance relationships with and between students to strengthen

We also noticed an improvement in students' ability to think deeply and slowly when solving math problems. In addition to student data, teachers reported they are feeling more confident the appropriate supports, and services are available at the school level. Parents and teachers also reported the school has improved or stayed the same in the last three years. We noticed there was a decline in the number of students reporting they felt included at school. Additionally, there was minimal improvement in our students' reporting a positive sense of belonging. Having friends, they could trust was also an area identified for improvement.	▪ Students are having more positive social interactions that make them feel welcome ▪ Teachers are more confident with the supports and services available at the school	cultural understanding throughout the school ▪ Utilize and provide access to inclusive, culturally diverse and inviting texts ▪ Create learning spaces that provide learners with a safe and respectful environment to increase sense of belonging I
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Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



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

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Assurance Domain	Measure	Sir Wilfrid Laurier 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	85.9	91.1	91.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	64.4	72.0	78.3	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	74.8	81.6	81.6	68.5	66.2	66.2	Intermediate	Declined	Issue
	PAT6: Excellence	13.4	15.2	15.2	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	73.4	74.2	74.2	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	17.4	17.4	17.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.4	89.1	90.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.7	74.9	81.1	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	83.2	85.3	88.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	71.2	84.9	82.9	79.5	79.1	78.9	Low	Declined	Issue

Notes: