

**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

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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: Improve literacy skills through intentional and explicit vocabulary instruction.

Outcome One: Students will increase their word recognition and language comprehension abilities in order to use their skills to improve their reading comprehension. Staff will build capacity in explicit literacy instruction to respond to individual student needs.

Celebrations

- Improved teacher confidence translated into classroom impact: 100% of teachers reported increased confidence using evidence-based resources to support changes in literacy instruction
- Report card stem 'Reads to explore' indicators for those who received 3s and 4s increased from 47.5% to 51.1%
- Grade 9 ELA PAT data indicated that 68.6% of our student achieved acceptable standard up from 60% from last year (2024).
- Grade 9 ELA PAT data indicated that there was a decrease of 11.8% of students achieving below acceptable standard on PAT from previous year (2024).

Areas for Growth

- Grade 9 ELA PAT data indicated that 31.1% of students achieved below acceptable standard
- Continue with reading vocabulary development and shift into building teacher capacity with instructional methods related to writing
- Student organization in writing narrative essays requires support

Next Steps

- In PLCs, focus on Judith C Hochman and Natalie Wexler's book 'The Writing Revolution 2.0'
- Staff-wide book study 'Harnessing the Science of Learning' by Nathaniel Swain
- Grade team teachers engage in calibration to better understand literacy proficiency in reading and writing
- Effectively implement a MTSS (Multi-tiered System of Supports) model that ensures Tier 1 instruction is strong and sustained, without impacting Tier 2 and Tier 3 supports
- Implement a writing calibration process using student data/writing and use staff-wide in PLCs to support the development of writing skills, teacher development, and to inform instructional decisions

Goal Two: Improve students' sense of belonging through the development of a caring and welcoming, empathetic community.

Outcome One: *Students and staff will co-create* and implement Egbert Community Agreements to support the development of a caring, empathetic, and welcoming environment with clear expectations (explicitly taught).

Celebrations:

- Meaningful improvement in sense of belonging as measured in the OurSCHOOL Survey indicated an increase of 12% in those students who felt like they belong at school. An increase in 17% of girls indicated they feel a sense of belonging and an increase of 10% in boys feel they belong.
- Student perception data indicates that teachers encourage students to try their best (Assurance Survey 70.93%), that teachers care about their students (Assurance Survey 60.2%) which is an indication that the teaching/learning relationship in classrooms is positive.
- CBE Student Survey data indicated that students are comfortable asking for help from their teachers and peers (84.44%)

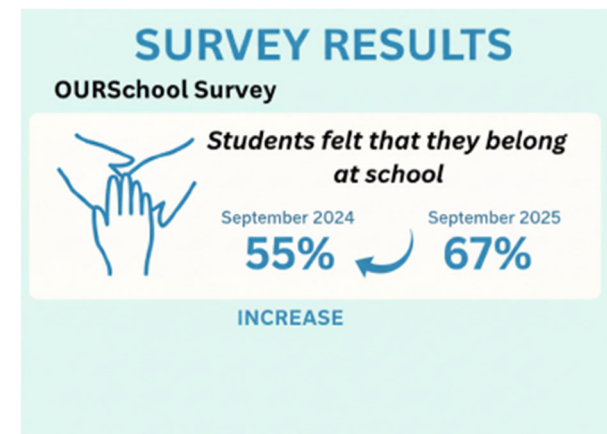
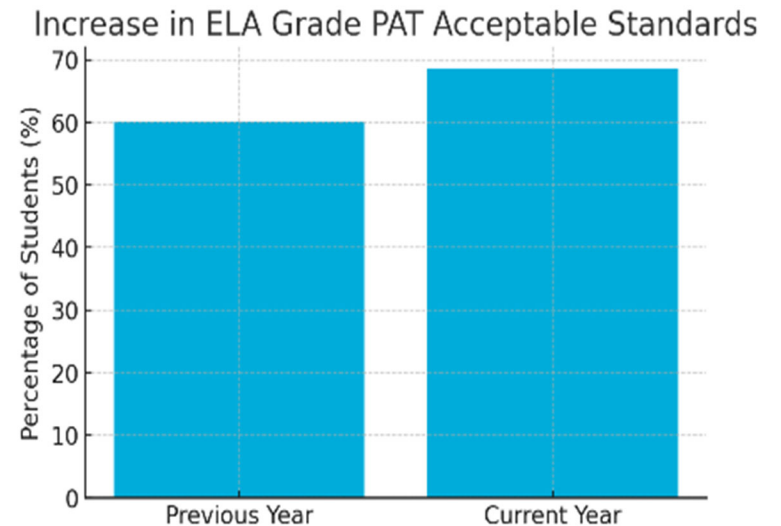
Areas for Growth

- Continued area for growth includes students being able to identify one adult at school that they connect with (CBE Student Survey 62%)
- Reducing the incidences of bullying and student perception of unhealthy relationships (CBE Student Survey data indicates that 52.17% of student perceive the school as making an effort to prevent and reduce bullying)
- Improve community supports and positive relationship development by intentionally creating opportunities for students and staff to collaborate and build empathy, kindness and conflict resolution skills (28.89% of students indicated that they believe students care about each other (Assurance Survey data)
- **Next Steps:**
 - Creating House teams to build community across grades and with staff
 - Explore ways to embed SEL competencies (self-awareness and self-management) throughout Wellness curriculum task design and assessment planning.
 - Continue to embed Indigenous ways of knowing and being – i.e. including talking circles into classroom routines
 - Continue working and meeting with Student Wellness Action Team (SWAT) to elevate student voice while planning and supporting wellness in the school
 - Implement mental health support through the appointment of a .5 Tier 2 Mental Health Lead Teacher

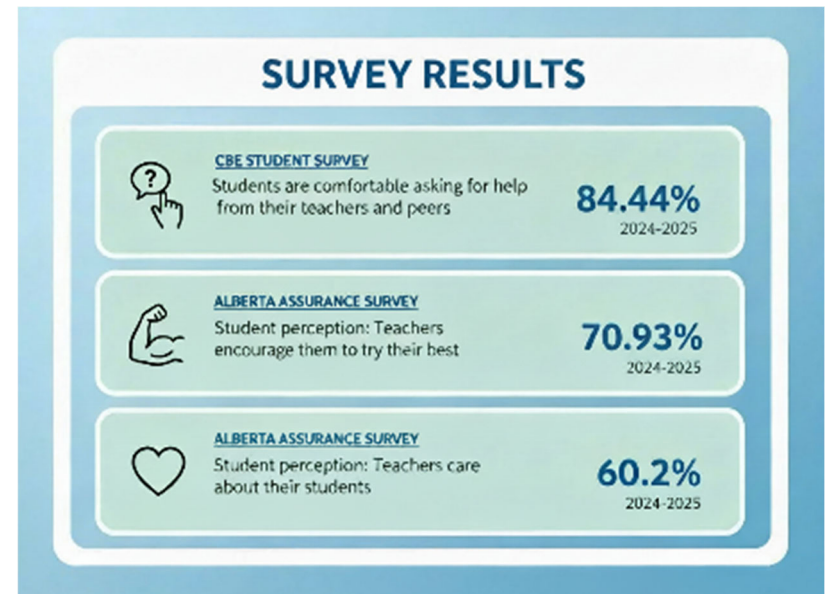
Our Data Story:

The 2024–25 School Development Plan at Dr. Gladys M. Egbert School was guided by data showing that students needed explicit and intentional literacy instruction to increase their word recognition and language comprehension abilities in order to improve their reading comprehension. The initial focus was on supporting all teachers with developing their teaching proficiency in order to respond to individual student needs in literacy. Teachers identified this as an area for growth and wanted to focus on developing the skills necessary in teaching older students to read. Their goal was to work with our Literacy Intervention Lead Teacher to implement explicit language instruction with students.

Professional Learning Communities (PLCs) became the arena for teachers to collaborate. Teachers met with the Intervention Lead Teacher weekly in their grade teams. The PLC time provided guided opportunities to examine baseline student data, designed learning tasks focused on explicit literacy instruction through vocabulary development. PLCs provided guided conversations during a book study examining Anita Archer's book, 'Effective and Efficient Teaching'. A deep dive into teaching using explicit vocabulary instruction supported improved teacher instruction and student subject-specific vocabulary growth.



This shift was reflected in the school-wide Press results: indicating a 7% decrease in the number of students who require intensive support with foundational word reading skills. There was a 17% increase in the number of students who achieved benchmark status (completed the with foundational word reading skills. In addition, there was a 10% decrease in the number of students who required strategic support assessment and no longer require support) in foundational word reading skills. Words Their Way data indicated that at the end of the school year (June 2025), 11% of students reached benchmark status and no longer require support with encoding/decoding skills. The grade 9 population achieved the highest improvement finishing the year with an increase of 13% with encoding and decoding skill development. By using these indicators to pinpoint specific areas for development, teachers were able to provide targeted, intentional literacy instruction for all students.



Insights and Next Steps

Alongside an increase in explicit vocabulary instruction that improved student learning and engagement, students' sense of belonging through the development of a caring, welcoming and empathetic community at school also grew. According to the Alberta Assurance Survey, 52.81% of students reported that they feel like they belong at Dr. GM Egbert School. 60.92% of students feel that adults treat them fairly. The CBE Student Survey showed that 89.19% of students indicated that they feel that their teachers care about them. OurSCHOOL Survey data demonstrated that 67% of students have a high sense of belonging. This is an increase from last year's survey results of 55%. This data suggests that an intentional focus on explicit instruction and belonging increase academic progress but also helps to create a more inclusive and caring school environment.

Despite notable gains, sustained improvement remains necessary—particularly in the development of student literacy and vocabulary development. While there is an increase in foundational reading skills, continued focus on instruction in improving word recognition and language comprehension abilities is necessary to use their skills to improve their reading comprehension. Staff will continue to build capacity in explicit literacy instruction in order to respond to individual student needs. When students struggle with academic language, it can affect their engagement, sense of belonging, and ability to persevere through learning challenges.

Additionally, only 41.58% of students said they had chances to learn with different peers in different spaces to improve literacy. This indicates a need for varied learning experiences and opportunities for flexible groupings. Aligning flexible group work with explicit literacy instruction could help students build stronger vocabulary skills, and deepen their understanding of applying the academic vocabulary across all disciplines.

The data highlights a need to broaden our explicit language instruction teaching skills to actively involve students, while developing their reading comprehension skills, readiness to engage, and ability to access academic vocabulary. These efforts, alongside explicit language vocabulary teacher strategies, help create a more inclusive and responsive learning environment. Explicit literacy instruction continues to be a key driver of student success at Dr. Gladys M. Egbert School—not only by building confidence and achievement, but by also fostering shared ownership of learning between students and teachers.

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	Dr. Gladys McKelvie Egbert Sch			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	69.0	75.4	76.0	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	43.2	52.0	56.6	79.8	79.4	80.4	Very Low	Declined Significantly	Concern
	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	40.6	26.8	31.2	62.5	62.5	62.6	Very Low	Improved	Issue
	PAT9: Excellence	4.6	3.3	3.8	15.6	15.4	15.5	Very Low	Maintained	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	70.7	66.3	72.7	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	52.6	54.5	60.1	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	57.5	65.4	70.9	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	66.7	57.2	61.9	80.0	79.5	79.1	Very Low	Maintained	Concern