


**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

**Cranston 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:** Task design and targeted instruction will improve academic achievement and well-being

**Outcome One:** Student reading will improve

**Outcome Two:** Student well-being will improve

### Celebrations

- Across most grades, there are measurable gains in Letter Name and Letter Sound recognition as measured with the LeNS (grade 1-2 Requiring Additional Support Pre: 30% → Post:14%)
- Significant beginning-to-end-year growth was observed among Grade 1–4 EAL students with limited English proficiency (LP1), indicating the effectiveness of targeted early literacy supports. The percentage of students able to identify all letter names rose from 26% Pre to 70% Post, while those able to identify all letter sounds increased from 0% Pre to 41% Post.
- “I Belong” responses showed positive year-to-year growth (Our School Survey Fall 2024: 79% → Fall 2025: 87%), suggesting positive connections between task engagement and student belonging.
- Post provincial literacy assessment data demonstrated notable progress for students with special education coding. Across grades, the proportion of at-risk students declined significantly, with many cohorts showing reductions of roughly half following targeted interventions.
- Anonymous teacher survey results indicate literacy interventions for struggling students have moved from being dependent on the classroom teacher to being school-wide and systematic (Pre: 4% → Post: 57%), indicating a greater sense of shared responsibility for literacy progress and programming.

### Areas for Growth

- Many teachers advanced from developing to proficient in their understanding and use of decodable texts for literacy assessment and instruction. However, some teachers continue to identify their understanding as below proficient, indicating an area for continued professional learning and focus.
- Although there was a 1.7% increase in student engagement from the previous year, the Assurance Survey’s Student Learning Engagement results showed a decline when compared to the previous three-year average.
- While the Grade 4 cohort’s sense of belonging aligned with the Canadian norm (Our School Survey), growth was stagnant (79% Fall 2024 → 78% Spring 2025). This suggests a need to revisit belonging-focused SEL competencies and explore additional measures across different grade cohorts.
- Decoding and phonological awareness were well established through targeted “I Can” statements during PLC cycles. This progress indicates readiness to expand focus toward targeted fluency instruction.

## Next Steps

- Continue to strengthen teacher understanding of literacy task design and assessment practices through professional learning focused on the calibration process and the CBE Kindergarten to Grade 6 New Curriculum System Rubrics for English Language Arts and Literature.
- Strengthen inclusive and culturally responsive teaching by embedding Truth and Reconciliation, Diversity and Inclusion perspectives and stories into task design to improve student engagement, cultural connections and sense of belonging.
- In addition to the Our School Survey conducted by grade 4's, implement an "I Belong" school-based survey for grades 1-4 to ensure student connection strategies are responsive, effective, and representative of a larger cohort.
- Explore ways to embed SEL competencies, specifically self-awareness and self-management skills, within task design and assessment planning to further foster the concept of belonging.

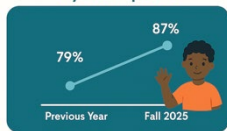
## Our Data Story

Cranston School's 2024–25 journey began with a shared commitment to strengthening students' reading skills and deepening their sense of belonging. As we entered the first year of our School Development Plan (SDP), staff focused on building strong early literacy foundations while nurturing a more connected and inclusive learning environment. Shifts in school demographics, including an increase in English as an Additional Language (EAL) learners and a growing population due to the designation of a second community highlighted the importance of this work. Through professional conversations and multiple data sources, staff identified reading and belonging as key areas for growth.

Fall 2025  
OurSchool Survey

**87%**

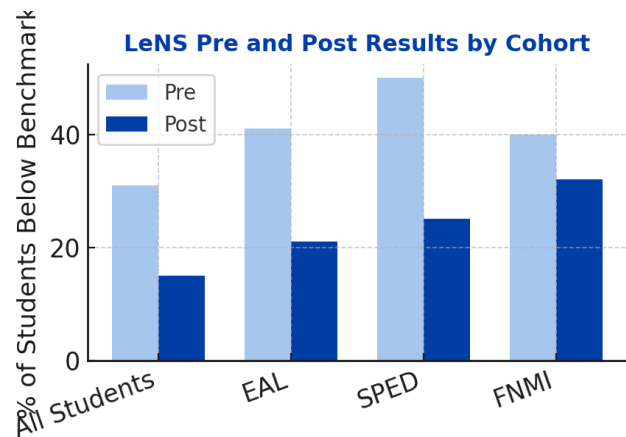
Accepted and valued  
by their peers



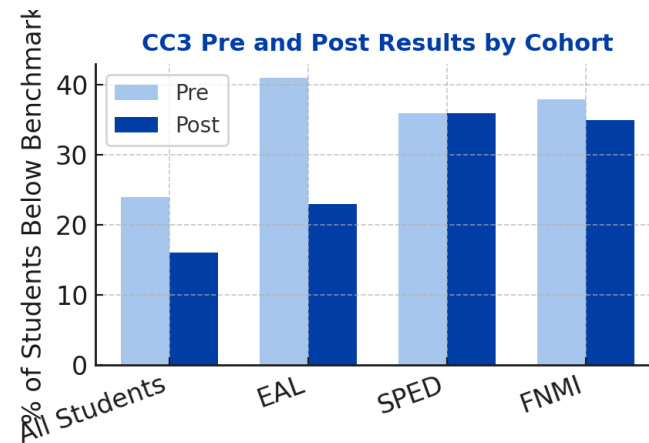
Grade 4 students' sense of being  
accepted and valued by their peers

Throughout the year, we monitored student progress using both quantitative and qualitative measures. Literacy growth was tracked through LeNS and CC3 assessments, while student well-being was captured through the OurSchool Survey. Teachers also contributed classroom observations, reflections, and insights from Professional Learning Community (PLC) discussions, helping us build a fuller understanding of how students were developing academically and socially. Students participated in targeted literacy instruction through "Cranston Can" literacy blocks. Based on preliminary assessments, students regrouped with various teachers to focus on specific "I Can" statements. These purposeful learning experiences supported reading development and helped strengthen relationships among students and staff. This impact was reflected in the Fall 2025 Our School Survey, where 87% Grade 4 students reported feeling accepted and valued by their peers, an increase from 79% the previous year. PLCs and literacy-focused collaborative response meetings provided regular opportunities for teachers to reflect on practice, design meaningful learning tasks, and refine assessments.

The evidence shows meaningful progress across the school. Foundational literacy skills improved steadily, particularly in the early grades. In Grades 1 and 2, the percentage of students requiring additional support on the LeNS assessment decreased from 31% in the Fall to 15% in the Spring. Similarly, on the CC3 assessment for Grades 1–3, students requiring additional support decreased from 24% to 16%, indicating stronger decoding and word recognition skills. A targeted cohort of EAL LP1 students in Grades 1–4 also showed notable growth: letter-sound recognition increased from 0% to 41% following small-group intervention focused on letter names, letter sounds, and high-frequency words. These results informed staff collaboration, with teachers emphasizing explicit phonics instruction, consistent feedback cycles, and the importance of embedding SEL within academic learning.



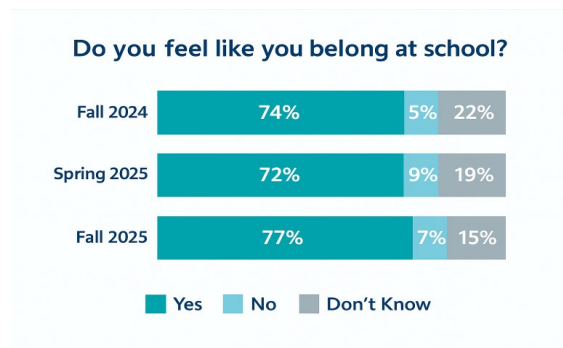
*LeNS Pre and Post Results by Cohort*



*CC3 Pre and Post Results by Cohort*

## Insights and Next Steps

Despite the strong gains in literacy, continued focus is needed, especially for students with diverse learning needs and EAL learners. While EAL students demonstrated significant improvement in decoding (requiring additional support LeNS: 41% → 21%; CC3: 41% → 23%), additional attention to areas such as reading fluency will be a priority in the second year of the SDP.



Belonging also remains an important area for growth. On the Our School Survey's optional question, "At school do you feel like you belong?" 22% of students in Fall 2024 indicated they are unsure, improving only slightly to 19% in Spring 2025. This highlights the need for more intentional teaching about what it means to belong and our collective responsibility to one another and to ourselves.

Moving forward, Cranston School will continue to integrate explicit literacy instruction with intentional SEL practices. Our goal is to ensure students become accurate, confident readers who are also motivated, engaged learners with a strong sense of belonging within their school community.

# 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	Cranston 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	<a href="#">Student Learning Engagement</a>	82.1	80.4	86.7	83.9	83.7	84.4	Low	Declined	Issue
	<a href="#">Citizenship</a>	83.2	83.7	88.2	79.8	79.4	80.4	Very High	Declined	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.6	87.8	93.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.4	89.3	91.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	72.8	76.6	80.8	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	84.4	77.6	81.5	80.0	79.5	79.1	Very High	Maintained	Excellent