# Clarence Sansom

5840-24 Av NE, Calgary, AB T1Y 6G4 t | 403-777-7700 f | e | clarencesansom@cbe.ab.ca

## 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:** Through strategic and purposeful instructional design, student achievement in literacy and numeracy (related to number) will improve.

**Outcome:** *To improve teaching proficiency regarding instructional design through the framework of Universal Design for Learning.*

**Celebrations**

- **Reading Growth (Maze Reading Comprehension):** Student comprehension increased for 18% of students in May, with 4% (59% in October → 63% in May) more students achieving grade level.
- **Word Recognition (Words Their Way):** Students' understanding of vocabulary and word patterns improved for 22% of students.
- **Numeracy (General Population):** Report card data show growth in Indicators 2 and 4 (+2.54 percentage points and +2.66 percentage points), and 5.4 percentage points decrease in students at the lowest indicator 1.
- **EAL Cohort Progress:** Significant gains in numeracy for EAL students – 4.89 percentage points decrease for students achieving indicator 1 and 2.94 percentage points increase for students achieving indicator 4.

**Goal 1: Celebrations**

- Student comprehension increased by 18%
- Understanding of vocabulary improved by 22%
- Growth in Indicators 2 and 4, fewer at lowest level
- Significant gains in numeracy for EAL students

**Areas for Growth**

- **Reading Comprehension (Maze):** Reading comprehension declined for **14%** of students, with **18% of students** still identified as at risk.
- **Vocabulary (Words Their Way):** Approximately **15% of students** remain at risk in recognizing and applying basic word patterns.
- **Numeracy – General Population:** Achievement at **Indicator 3** remained stable (32%), with 14% of students still at risk; continued focus needed to move students from Indicator 2 to 3.
- **Numeracy – EAL Cohort:** 12.93% of EAL students remain at risk, and progress toward Indicator 3 has plateaued at 33%; school performance trails system results by 6 to 8 percentage points

**Next Steps**

- **Targeted Student Support:** Continue monitoring at-risk students through small-group or 1:1 interventions, using data and diagnostic tools (e.g., Reading Decision Tree, SASK Math Screener) to guide instruction.
- **Strengthen Instructional Practice:** Deepen teacher understanding of UDL and formative assessment, providing collaboration time to design inclusive, responsive lessons.
- **Build Staff Capacity:** Leverage the EAL Strategist and professional learning on CBE Assessment and Reporting to enhance teacher confidence and growth in calibration for literacy and numeracy assessment.
- **Collaborative Data Use:** Maintain team discussions to analyze triangulated data (product, observation, conversation) and share strategies that drive student growth.

**Goal Two:** Students' sense of belonging at school will improve.

**Outcome:** Working and learning environments will promote students' sense of belonging at school.

### Celebrations

- **Above National Norm:** Clarence Sansom students reported a stronger sense of acceptance and value than the Canadian norm, with an overall 1% point increase from fall 2024 to spring 2025.
- **Grade-Level Growth:** Grade 9 students showed 6 percentage points increase in feeling accepted and valued, while Grade 7 students saw percentage points rise in having trusted friends.
- **Gender-Based Improvement:** Girls reported 6% points increase in having friends they can trust who encourage positive choices.
- **CBE Student Survey Gains:** Students feeling welcome increased by 5.2 percentage points, and those feeling included grew by 9.09 percentage points from spring 2024 to spring 2025.

### Areas for Growth

- **Decline in Belonging:** The Alberta Education Assurance Survey showed an 8.08 percentage points decrease in students who feel they belong, despite a 4.98 percentage points increase in feeling welcome.
- **Grade-Level Drops:** Grade 7 and Grade 8 students reported lower feelings of acceptance (down 4 percentage points and 2 percentage points, respectively).
- **Trusted Friendships:** Fewer students reported having trusted friends — Grade 8 and 9 each saw 4 percentage points decrease, and boys declined by 6 percentage points.
- **Gender and National Gaps:** Girls reported lower belonging than boys, and both groups fell below the national average for trusted friendships.

### Next Steps

- **Build Community:** Strengthen classroom practices that foster peer connection, inclusion, and a sense of belonging across all grades.
- **Amplify Student Voice:** Implement initiatives like belonging circles, student-led focus groups, and the Principal Advisory Committee to address barriers to belonging, especially in Grades 7 and 8.
- **Enhance Staff Capacity:** Continue professional learning in trauma-informed, relationship-centered, and Indigenous-informed practices aligned with the CBE Holistic Lifelong Learning Framework.
- **Foster Connection and Monitor Impact:** Develop peer mentorship and leadership opportunities while using survey data and feedback to track progress and guide responsive action.

**Goal 2: Celebrations**

**Above National Norm**
1% increase from fall 2024 to spring 2025

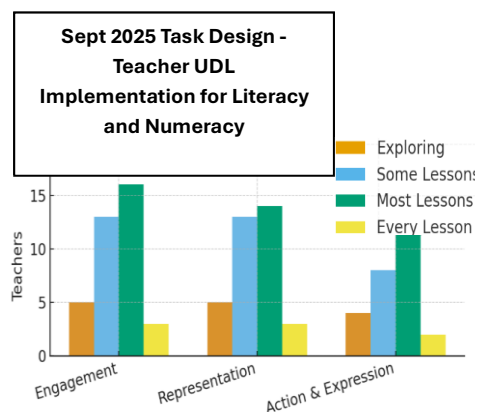**Grade-Level Growth**
6% rise in feeling accepted

**Gender-Based Improvement**
6% more trusted friends

**CBE Student Survey Gains**

**Sept 2025 Task Design - Teacher UDL Implementation for Literacy and Numeracy**

Legend: Exploring, Some Lessons, Most Lessons, Every Lesson

Categories: Engagement, Representation, Action & Expression



**Students Receiving Indicator 1 in Number**

19.44%

14.04%

Decline in number of students achieving Indicator 1 in Number (Jan to June)

**Data Story**

Clarence Sansom continues to strengthen its instructional practices to meet the needs of a diverse student population, 64% of whom are English as Additional Language Learners (EALs). Following the first year of the School Development Plan (SDP), teacher reflections point to meaningful progress in the intentional implementation of Universal Design for Learning (UDL). Multiple Means of Engagement increased significantly, with improvement from 17% to 22%. Opportunities for students to show their learning through Multiple Means of Expression also improved from 15% to 27%. Although Multiple Means of Representation decreased from 39% to 22%, staff continue to demonstrate a growing understanding of UDL and have identified the importance of ongoing professional learning to deepen their practice.

Student achievement data reflects these shifts in pedagogy. Literacy outcomes show steady gains, with reading comprehension improving for 18% of student population, at-risk students decreasing from 19% to 18%, and grade-level proficiency rising from 59% to 63%. Words Their Way results improved for 22% of students, with at-risk students dropping from 23% to 15% and proficiency level students increasing from 45% to 56%. Report card data and diagnostic screeners reinforced this growth across grades.

Numeracy data also demonstrated progress. For the general student population, Indicator 3 achievement increased slightly from 32.31% to 32.85%, while the percentage of students at Indicator 1 decreased from 19.44% to 14.04%. Among EAL learners, 12.93% remain at Indicator 1, and slight growth occurred at Indicator 3; however, gaps remain when compared to CBE averages, particularly at Indicator 4.

Further insight is provided through numeracy common assessment data, which reveals stronger gains in foundational skills in earlier grades. Grade 7 students showed 35% average growth, with 74% of students moving up an indicator (1 to 2, 2 to 3 and 3 to 4). Grade 8 students experienced 16% growth, with nearly half improving, while Grade 9 results show more stability, with 83% maintaining their achievement level. These patterns suggest that UDL strategies are having the greatest impact on foundational literacy and numeracy skills and highlight the need for targeted support in upper grades.

Well-being data provides an additional layer to the school story. From fall 2024 to spring 2025, measures of inclusion and belonging showed encouraging trends: Grade 9 students reporting accepted increased by 6 percentage points, students feeling welcome rose by 5.22 percentage points, and feelings of inclusion grew by 9.09 percentage points. However, belonging remains an area for growth, particularly for Grades 7 and 8, where feelings of acceptance declined. Trusted friendships also decreased for both boys and girls. These findings underscore the need for continued work in strengthening classroom communities, embedding Indigenous ways of knowing, expanding peer mentorship, and using data-informed cycles to foster a school environment where all students feel connected and valued.
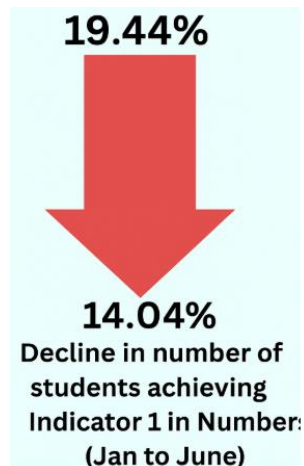
## Next Steps

**Targeted Student Support**

**Strengthen Instructional Practice**

**Build Staff Capacity**

**Collaborative Data Use**

**Foster Connection and Monitor Impact**

## CBE STUDENT SURVEY

CBE Student Survey Spring 2024
I feel included in school
**68.35%**

CBE Student Survey Spring 2024
I feel included in school
**61.57%**

Insights and Next Steps

Intentional implementation of Universal Design for Learning (UDL) practices at Clarence Sansom School has strengthened both academic achievement and student belonging. Following the first year of the School Development Plan, teachers demonstrated deeper understanding and application of UDL principles, particularly in creating multiple pathways for engagement and expression. Classrooms offering diverse ways for students to show their learning increased by as much as 27 percentage points, reflecting stronger differentiation and inclusion. This shift has contributed to improved literacy and numeracy outcomes, as well as a more responsive and equitable learning environment where students can access content in meaningful ways.

Student achievement data reinforces these positive trends. Literacy comprehension increased for 18% of students, and vocabulary and word pattern recognition increased for 22% of students, with notable reductions in students identified at risk. Numeracy results also improved, with fewer students at the lowest achievement levels and gradual movement toward grade-level expectations. For EAL learners - who represented 64% of the student population - growth was evident but slower, particularly in higher achievement indicators. This ongoing gap highlights the importance of continuing focus on language development, targeted interventions, and intentional vocabulary instruction within content learning. Teachers' use of diagnostic data and common assessments will remain central to identifying next steps for each learner.

While academic growth is promising, belonging data suggests that further attention is needed to support students' emotional connection to school. OurSCHOOL and CBE Student Surveys revealed overall increases in students feeling welcome and included, but lower results among Grades 7 and 8 and girls indicate uneven experiences of belonging. These findings emphasize the importance of classroom community-building and culturally responsive practices that extend beyond inclusion to foster authentic connection, safety, and respect.

Next steps include continuing to build staff capacity in trauma-informed, relationship-centered, and Indigenous-informed practices. Initiatives such as belonging circles, peer mentorship, and student-led focus groups will amplify student voice and strengthen connection across grades. Professional learning will deepen understanding of formative assessment and differentiation to support both engagement and achievement. By weaving together academic rigor, inclusive pedagogy, and belonging-focused practices, Clarence Sansom School will continue nurturing a caring, connected learning community where every student feels seen, supported, and capable of success.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary
## Fall 2025

**School: 9682 Clarence Sansom School**

| Assurance Domain | Measure | Clarence Sansom 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 | 74.9 | 78.2 | 78.8 | 83.9 | 83.7 | 84.4 | Very Low | Maintained | Concern |
| | Citizenship | 53.5 | 64.9 | 64.1 | 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 | 38.7 | 32.3 | 37.0 | 62.5 | 62.5 | 62.6 | Very Low | Maintained | Concern |
| | PAT9: Excellence | 5.2 | 2.9 | 4.4 | 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 | 71.6 | 76.9 | 80.8 | 87.7 | 87.6 | 88.2 | Very Low | Declined Significantly | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 59.5 | 68.4 | 69.4 | 84.4 | 84.0 | 84.9 | Very Low | Declined Significantly | Concern |
| | Access to Supports and Services | 71.2 | 81.3 | 82.6 | 80.1 | 79.9 | 80.7 | Very Low | Declined Significantly | Concern |
| Governance | Parental Involvement | 69.1 | 76.1 | 75.5 | 80.0 | 79.5 | 79.1 | Very Low | Maintained | Concern |