



Sir John A. Macdonald School

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School Improvement Results Reporting | For the 2024-25 School Year

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.

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.

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

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: SJAM's learning environment will promote diversity, equity and inclusion.

Outcome One: Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities

Celebrations

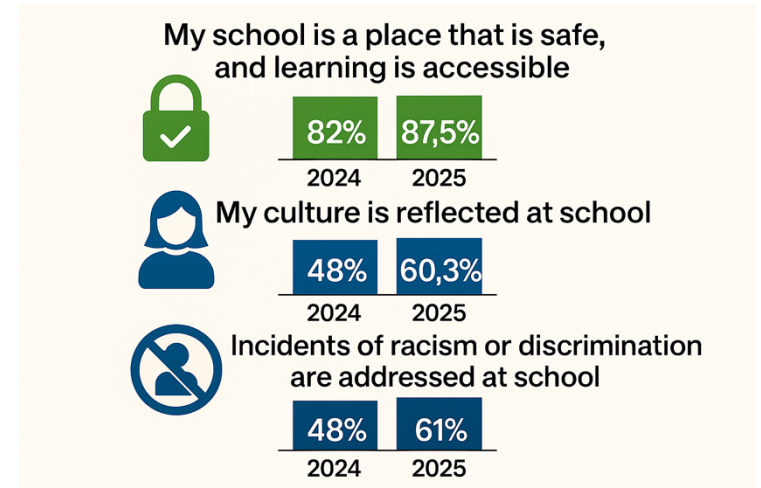
- Over 90% of students feel teachers want them to succeed, hold high expectations, and care about their well-being. 100% of students report having at least one trusted adult at school.
- Students reporting 'my school is a place that is safe, and learning is accessible' increased from 82% to 87.5% in 2024-25
- The percentage of students who feel their culture is reflected at school has increased from 48% to 60.38% in 2024-25.
- Additionally, the percentage of students who report that incidents of racism or discrimination are addressed at school has risen from 48% to 61%, indicating progress in creating a safer and more inclusive environment.
- Student perception data on the Holistic Lifelong Learning Framework is very strong with 92% of students sharing they have opportunities to learn from the land.



Areas for Growth

- A group of students has been missing a high number of school days (19%–40% over the past three years). This shows we need to better understand what is causing their low attendance, whether it's personal challenges, cultural factors, or other barriers and find more effective ways to support them so they can come to school regularly and have equal opportunities to learn.

Although more students now report that incidents of racism or discrimination are addressed at school, this remains an important area needing continued improvement. Likewise, student survey results show that respect among peers is still a concern, with only gradual increases over the past three years (40% in 2022–23, 46% in 2023–24, and 49% in 2024–25). Together, these results highlight the need to further strengthen a school culture where all students feel safe, respected, and included.



Next Steps

- Regularly monitor progress: Track the identified student cohort during weekly cohort meetings and monthly SLT discussions, using system resources and tools to better support these students and their families in feeling safe, cared for, and welcomed.
- Strengthen classroom learning: Provide intentional homeroom lessons that promote respect, compassion, anti-racism, well-being, and understanding of diversity, equity, and inclusion.
- Gather and respond to student feedback: Have the SJAM Learning Leader team facilitate seasonal focus groups with Student Council and the Student Well-Being Action Team to collect real-time “street data” and make timely improvements based on what students share.

Goal Two: Student achievement in literacy will improve.

Outcome One: Student achievement in writing will improve through common writing templates, rubrics, and the use of exemplars.

Outcome Two: Students' overall sense of belonging will improve through increased confidence and value in their learning

Celebrations

We are proud to celebrate significant growth in student confidence and understanding of their reading and writing skills, as reflected in our most recent student perception data:

- **"I am a good (competent) writer"** increased from **70% in January 2025** to **76% in June 2025**, showing that more students see themselves as capable and confident writers.
- **"My reading and writing skills help me achieve my future goals"** rose from **79% to 85%**, indicating that students increasingly recognize the real-world value and purpose of their literacy learning.
- **"I know what to do next to improve my writing skills"** grew from **75% to 84%**, a powerful sign that students are developing self-awareness and agency in their learning journey.
- Our EAL cohort showed significant progress in their progression from Level 1 to Level 5, which aligned with strong attendance data.
- Our June 2025 Grade 9 cohort showed an increase of 9.5% in students earning an ELL writing indicator, the Grade 8 cohort showed a decrease of 8% of students earning a 1 in the ELA writing indicator while the Grade 7 cohort saw the 1s fall by 4.32%.

Areas for Growth

Enhancing Student Engagement and Connection in Language Arts: Student perception data from the Assurance Survey suggests there is an opportunity to strengthen student engagement and interest in Language Arts. Key indicators include:

DIVERSITY, EQUITY AND INCLUSION



Over **90%** of students feel teachers want them to succeed, hold high expectations, and care about their well-being



Students reporting 'my school is a place that is safe, and learning is accessible' increased from **82% to 87,5%**

LITERACY



66.4% of students are confident about their abilities as writers



87.6% of students report feeling engaged in their learning



- Only **46%** of students agreed that “Language Arts is interesting to me.”
- **64%** of students reported feeling a connection to the texts they read.
- Just **48%** felt they have the opportunity to read interesting books.

Reducing ‘no evaluation recorded’ in the Writing Stem through Improved Attendance and Inclusive Assessment Practices: Analysis of student data reveals a strong correlation between **chronic absenteeism** and the number of students receiving an **NER (No Evaluation Recorded)** in the **writing stem**. This highlights a critical area for growth: ensuring that all students have meaningful opportunities to demonstrate their learning, regardless of attendance challenges

Next Steps

As a school community, we must explore **multiple strategies and entry points** to reduce the number of 1s and ‘no evaluation recorded’ in the writing stem. This includes:

- Implementing **flexible and accessible assessment practices**,
 - Increasing **engagement and support for frequently absent students**, and
 - **Increase the use of accommodations** to support the writing process (speech to text, scribes, graphic organizers, sentence starters)
- **Expand Text Diversity and Student Choice:** Curate a wider range of texts that reflect diverse voices, cultures, identities, and lived experiences and incorporate student choice into reading selections to increase ownership and interest.
 - **Professional Learning for Staff**
 - Engage in collaborative planning and professional learning focused on culturally responsive teaching and inclusive literacy practices, including all teachers reading and implementing strategies from “The Writing Revolution 2.0” by Judith Hochman and Natalie Wexler
 - Share best practices for fostering deeper reading engagement and critical thinking

Our Data Story:

The 2024–2025 school year at Sir John A. Macdonald School began with 702 students and ended with 701—a seemingly stable number that hides the complexity of our highly transitional population. Over the year, 79 students moved away while 78 new students joined our community. This constant movement challenges longitudinal analysis and underscores the need for flexible, inclusive practices that meet the needs of every learner, regardless of when they arrive.

Our student body reflects rich diversity, including significant cohorts of English as an Additional Language (EAL) learners, Indigenous students, and students with complex learner profiles. This diversity is a strength, but it also calls for intentional strategies to ensure equity and belonging.

Guided by a vision rooted in compassion and inclusion, we committed to creating a learning environment where every student feels seen, heard, and supported—a place where success for each student, every day, is not just a principle but a lived reality.

Early in the year, data and teacher observations revealed inconsistencies in access to adapted work, leading to high levels of dysregulation among students. In response, we implemented common task design across disciplines and grades, ensuring scaffolded entry points so that 100% of students could engage meaningfully and successfully. This approach was grounded in a shared understanding: when students develop self-regulation skills, they can focus, engage deeply, and thrive academically. At the same time, we recognized that academic success cannot exist in isolation. Building a safe, welcoming, and respectful environment requires deliberate efforts to foster active citizenship and peer leadership. By inviting students to co-create a positive school culture, we strengthened their sense of belonging and laid the foundation for both academic and personal growth.

Our goals were ambitious but essential: to promote diversity, equity, and inclusion through learning environments that celebrate all students, and to improve literacy achievement—particularly writing—while deepening a sense of belonging through meaningful, inclusive learning. Over the year, we saw both progress and challenge, each reinforcing the importance of these goals.

Attendance emerged as a significant equity barrier. A vulnerable cohort of students missed between 19% and 40% of school days, reflecting systemic issues tied to cultural, socioeconomic, and emotional factors. These students were not just missing classes—they were missing connection, support, and opportunity. Yet, there was progress: schoolwide absenteeism improved, with students absent more than 10% of the time decreasing by 16.58% and those absent more than 20% decreasing by 10.5% since 2023. The challenge now is to transfer this momentum to our most vulnerable learners.

Engagement in Language Arts told another story. Despite gains in achievement in writing, only 46% of students found Language Arts interesting, and fewer than half felt they had access to engaging books. This gap between literacy instruction and student identity signals the need for more culturally responsive and relevant content. Similarly, while progress was made in addressing racism and discrimination—reports of incidents being addressed rose from 48% to 61%—only 49% of Grade 7 students felt peers



report opportunities to
learn from the land



enjoy physical activity
at school

respect one another, a slow climb from 40% over three years. These data remind us that inclusion and respect must become lived experiences, not just policies.

Amid these challenges, there is much to celebrate. Relationships remain the heartbeat of our school: 100% of students report having a trusted adult at school, up from 65% last year, and over 90% feel their teachers care about their success and well-being. Cultural representation and safety have grown, with students who feel their culture is reflected at school increasing from 48% to 60.38%, and those who feel the school is safe rising from 82% to 87.5%. Literacy achievement is also on the rise: students identifying as competent writers increased from 70% to 76%, confidence in future goals grew from 79% to 85%, and self-awareness around writing improvement jumped from 75% to 84%. Report card data reinforces this trend—Grade 8s saw an 8% drop in Level 1s and a 12% increase in Level 3s, while Grade 9s showed gains in ELL and IPP indicators alongside a reduction in NERs. Beyond academics, holistic learning flourished: 93% of students report opportunities to learn from the land, and 85% enjoy physical activity at school, 10% above the CBE average.

Insights and Next Steps

The story of this year is one of momentum—relationships strengthening, confidence building, and barriers being named and addressed. But it also reminds us that equity and excellence are not destinations; they are practices, choices we make daily, intentionally, together.

To build on this progress, we will deepen our work in three key areas. First, targeted attendance interventions will focus on vulnerable cohorts, ensuring that chronic absenteeism does not limit access to learning and connection. Second, we will continue to cultivate a culture of respect and care through intentional homeroom learning on compassion, anti-racism, and well-being, alongside amplifying student voice and leadership to drive schoolwide improvements. Third, we will elevate literacy engagement by broadening reading selections to include diverse, relevant, and student-chosen texts, while maintaining common writing rubrics, exemplars, and feedback cycles. Flexible assessment timelines, proactive re-engagement strategies, and increased accommodations—such as speech-to-text and graphic organizers—will ensure every student can succeed.

Professional learning will remain a cornerstone, with a focus on high-impact inclusive practices and literacy strategies that align instruction with students' lived experiences and cultural identities. These steps are not just about improving data; they are about nurturing a community where every student knows they matter, belong, and can succeed.

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	Sir John A. Macdonald 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	83.3	85.7	80.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	74.8	72.0	69.6	79.8	79.4	80.4	Intermediate	Improved	Good
	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	50.7	49.2	49.2	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	10.4	11.0	11.5	15.6	15.4	15.5	Low	Maintained	Issue
	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	81.6	83.7	82.4	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.1	78.6	71.8	84.4	84.0	84.9	Very Low	Improved	Issue
	Access to Supports and Services	80.7	81.5	77.6	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	78.9	87.0	77.2	80.0	79.5	79.1	High	Maintained	Good