

**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 John Franklin 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.

2024-25 SDP GOAL ONE: Student excellence in literacy will improve

Outcome one: Students' written communication will improve through a focus on vocabulary development and sustained writing

Celebrations

- Growth in proficient/mastery writing levels across all attributes, with increases up to 21.6% (Form) and notable gains in Meaning and Style.
- Teachers observed improved perseverance and engagement in writing tasks across all subject areas.
- Strong Writing PAT performance among Grade 6 students (93% acceptable, 7% excellence) and significant success among Grade 9 students with learning codes (68% acceptable, 7.1% excellence).

Areas for Growth

- Writing Conventions showed the smallest gains (+7.7%), indicating ongoing challenges in spelling, grammar, and sentence fluency.
- Grade 9 Writing results remain below Grade 6 performance, pointing to a need for ongoing skill development across grades.
- Students who are not formally coded require more targeted literacy supports to achieve consistent success.

Next Steps

- Enhance explicit instruction and literacy intervention through small-group work and universal strategies.
- Expand access to targeted literacy interventions so more students can benefit from strategies successful with coded learners.
- Continue Disciplinary Literacy Professional Learning Series to support vocabulary development strategies and sustained writing from Grades 5–9 across all subject areas.

2024-25 SDP GOAL TWO: Students will have an improved sense of connection and belonging

Outcome one: Students' experience in building trusting relationships within the school community (peer-to-peer, student-to-staff, and student-to-community) will improve

Celebrations

- A large increase in students reporting a strong connection to at least one adult (from 48% in 2021 to 77% in 2025).
- Growth in Sense of Belonging (+10%) and Positive Relationships (+3%), with strong comparative results to Canadian norms.
- Expanded extra-curricular and culturally responsive learning opportunities resulted in higher student-reported accessibility (73% → 87%) and meaningful engagement with Elders and Knowledge Keepers.

Areas for Growth

- Peer-to-peer belonging remains inconsistent, with only 46%–63% of students feeling welcome or included.
- Some students continue to struggle with peer dynamics reporting decreased rates of “students caring about each other”
- Although improvements were noted in school response, continued lack of understanding of school responses to bullying

Next Steps

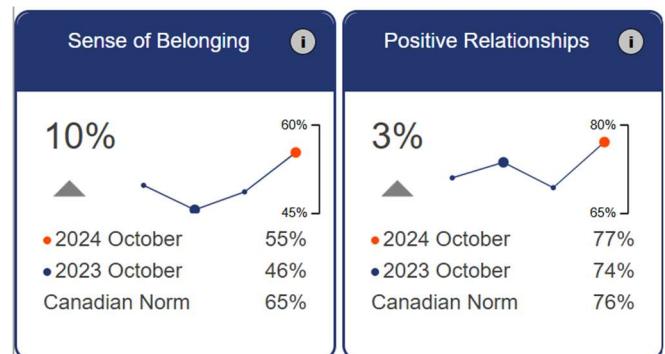
- Continued structured opportunities for cross-program and cross-grade peer connection within Phoenix Communities.
- Universal and targeted support around Social Emotional Learning strategies for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Continue expanding student-led and interest-based clubs and activities to strengthen belonging.

Our Data Story:

Sir John Franklin is the home of three very unique programs and draws students from the entire north of Calgary. As such, focusing on the continuum of well-being: safety, connection, and sense of belonging has shown to be a vital part of students' willingness to engage in learning and build healthy relationships with others. Additionally, an increase in students coming to SJF in need of intensive supports in reading and writing showed a need for targeted reading and writing intervention for students at all grade levels. These were the two goals we set last year, as year 1 of our 3-year goal.

Teachers collaborated throughout the year within our "Phoenix Communities" to embrace the diversity of our school while programming for inclusion and connection within and between our programs. This included challenges and activities such as our Phoenix House Cup. It also included opportunities to work and learn together, for example the shelter building completed by Grade 7s and division 3 LEAD students and reading/leading buddies between Grade 8 students and our Special Education classes. Additionally, this was the 3rd year of focusing on building connection and community within our Health and Wellness block and an identified "go to" adult.

Although literacy was technically our first goal, and student connection and belonging our second, "well-being is an important contributor to success in school, and it is apparent that students need to be healthy to learn" (Policy Priorities for Child & Youth Well-Being, 2021). And "well-being is central to a student's ability to thrive in education and life" (CBE Student Well-Being Framework, 2024). Therefore, this story is going to start with the growth of student well-being at SJF and lead to its impact on literacy; specifically, student willingness to communicate through writing.



Based on the OurSCHOOL survey, we can see that students have reported a 10% increase in Sense of Belonging and a 3% increase in Positive Relationships. Specifically, in our school 83% of girls and 74% of boys report positive relationships, compared to the Canadian norm of 78% and 74%, respectively. However, as only 46%-63% of students report feeling like they belong, are included, or are welcome (variance by survey), peer-to-peer connections will be an ongoing area of focus moving forward.

Based on the CBE Student Survey question “***There is at least one adult at school who I really connect with***”, our target area continues to grow:

	2021	2022	2023	2024	2025	
Yes	48%	56%	66%	71%	77%	This continues to be one of the largest areas of improvement seen at SJF.
No	52%	44%	34%	29%	23%	

Additionally, two more survey questions indicate the huge growth in student to staff relationships, as 92% of students report that they feel their teachers care about them and 97% state that their teachers want them to be successful in their learning.

Following last year’s first Middle Years Well-being Symposium, students identified that a greater variety in clubs and teams would allow for an increased sense of connection and belonging. Teachers heard this request, and more clubs were created based on student request (i.e. chess club, Minecraft club, crochet club, and volleyball/basketball club). Following these changes, our CBE student survey data showed an increase from 73% to 87% in response to: “Extra-curriculars are safe and accessible”.

Finally, part of our connection goal included continuing schoolwide and classroom learning environments that are culturally responsive and focused on building relationships and community, including working with Elder Roy Bearchief and MRU students on the Ani to Pisi project. Following this work, 74% of students reported getting to learn directly from Indigenous Elders and Knowledge keepers and 89% reported learning about Indigenous ways of being, belonging, doing, and knowing. Students also reported a 13% increase in the question, “When racism and/or discrimination occur, my school takes steps to address it”.

As we look into the impact some of this work has had on student literacy, we will start with school-based assessments and engagement, and end with the provincial level assessment.

At Sir John Franklin, we used the British Columbia Writing assessment in the fall and then again in the spring to measure students’ improvement in the following attributes of writing: Meaning, Style, Form, and Conventions. As the table below shows, students performing at proficient and mastery levels increased in all areas, varying from 7.7% increase in use of Conventions to 21.6% increase in quality of the written Form.

BC Performance Standards for Writing (Whole School) - Fall to Spring Comparison									
	% of students at 1 in Fall	% of Students at 1 in Spring	% of Students at 2 in Fall	% of Students at 2 in Spring	% of Students at 3 in Fall	% of Students at 3 in Spring	% of Students at 4 in Fall	% of Students at 4 in Spring	% increase in levels 3 and 4
Meaning (ideas and information, use of detail)	21.80	13.82	41.23	29.27	23.22	36.59	13.27	20.33	20.42
Style (clarity, variety and impact of language)	23.22	15.45	41.23	34.15	23.70	34.15	11.37	14.63	13.71
Form (beginning, middle, end; organization and sequence; transitions)	32.70	18.70	0.00	36.59	19.91	30.89	8.06	18.70	21.63
Conventions (spelling; punctuation; sentence structure; grammar (e.g., modifiers, agreement, verb tense))	20.85	20.49	44.55	36.89	23.70	31.97	10.43	9.84	7.68

Additionally, teachers reported increased engagement in written tasks and increased perseverance when writing in all disciplines. 86% of math, science, option, and PE teachers reported an increase in student use of appropriate disciplinary vocabulary in written tasks.

Finally, the English Language Arts written PAT shows that 93% of Grade 6 students were at the acceptable standard and 7% excellence. And although the Grade 9 cohort did not perform as well, the celebration in this data is that 68% of

students identified with a learning code performed at the acceptable level and 7.1% at excellence. This is evidence of the impact of targeted intervention for our coded students. Moving forward, we will work to incorporate these supports to a greater population of students.

		Sir John Franklin School	
		2025	2022 - 2024 Avg
English Language Arts & Lit 6	Number Writing	15	n/a
	Acceptable Standard %	93.3	n/a
	Standard of Excellence %	6.7	n/a
English Language Arts 9	Number Writing	63	64
	Acceptable Standard %	68.3	70.2
	Standard of Excellence %	6.3	4.6

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 Franklin 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	75.0	79.0	80.7	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	60.7	63.1	59.0	79.8	79.4	80.4	Very Low	Maintained	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	40.8	42.4	37.7	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	3.3	3.7	3.5	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	73.8	82.6	77.8	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.1	68.3	67.7	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	65.2	68.7	63.6	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	62.3	71.5	69.9	80.0	79.5	79.1	Very Low	Maintained	Concern