Jennie Elliott 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: Students' achievement in Literacy will improve.

Outcome One: Students' word recognition and comprehension reading skills will improve through the development of oral fluency including accuracy, prosody, and automaticity skills.

Celebrations

- Improved decoding and comprehension: Students requiring additional support decreased from September 2024 to June 2025 in CC3 (from 11% to 7%), LeNS, (from 12% to 7%), RAN (13% to 10%), and Maze (28% to 16%) assessments.
- Strong comprehension confidence: CBE Student Survey shows 94% of students understand what they read; 82% engage confidently in reading discussions.
- Consistent fluency practices: School-wide fluency routines (i.e.: examples/non-examples, paired reading, phrased reading, reader's theatre) were implemented consistently across classrooms.
- Teacher collaboration: PLCs effectively used teaching sprints to identify problems of practice, monitor fluency progress, and align instructional strategies to data.
- Data from the OurSCHOOL Survey and the CBE Student Survey shows that Jennie Elliott exceeds Area 7 and overall CBE standards in all areas of student well-being including diversity and inclusion, school connectedness and belonging, regulation, resilience, and mental health.
- Assurance Survey results show that Jennie Elliott School exceeds provincial standards for educational quality, safety, and student engagement.

Areas for Growth

- Oral reading fluency: ORF data remained steady at 14%, highlighting the need for continued work on accuracy, automaticity, expression, and pacing.
- Self-regulation: Student focus and persistence declined across all grades (Grade 4 from 92% to 76%, Grade 5 from 87% to 78%, and Grade 6 from 83% to 72%) indicating the need for explicit attention to reading persistence and self-monitoring in literacy.
- Irregular Words: CC3 indicates that students in Grades K–3 have the highest need for additional support within irregular word recognition. Data indicates that 31% require additional support in regular words, 52% require additional support in irregular words, and 26% require additional support in non-words.

Next Steps

- Prioritize instruction of high frequency words to support development of automaticity and accuracy.
- Continued implementation of fluency instructional strategies to support the development of pacing and prosody.
- Develop continuum of supports for self-regulation strategies during literacy instruction.
- Provide professional learning through PLCs to support teacher practice of monitoring student progress through flexible groupings and targeted literacy intervention.
- Continued implementation and professional learning of UFLI targeted instruction in all grades, K-6 during flexible groups and classroom instruction.

Our Data Story:

In Year 1 of our three-year School Development Plan, Jennie Elliott School prioritized improving literacy achievement through explicit fluency instruction. Strategies focused on accuracy, automaticity, and prosody and were embedded into daily instruction through school-wide fluency routines, feedback protocols, and authentic opportunities for reading and speaking.

Teachers deepened their practice through IROS modules, K–6 Curriculum Implementation sessions, and PLC Teaching Sprints, exploring how fluency acts as a bridge between decoding and comprehension. Guided by the CBE Literacy Framework, teachers modeled fluent reading using examples and non-examples, provided assisted reading, and engaged students in repeated readings of complex texts. Instruction included wide and varied reading experiences, such as independent reading and performance-based tasks like poetry, scripts, and speeches supported by structured Fluency Protocols (e.g., repeated, echo, paired, close, and choral reading). These approaches targeted the interconnected skills of accuracy, automaticity, and prosody, ensuring equitable access to content and strengthening comprehension.

To achieve these outcomes, professional learning communities implemented literacy sprints that introduced fluency protocols tailored to student needs and tracked progress. Students across all grade levels showed growth in literacy through targeted routines aligned with the data measures above. Specific celebrations and strategies by grade level included:

- Kindergarten: Improved letter-sound automaticity through whole-group instruction and teacher modeling.
- Grades 1–2: Repeated readings, visual drills, and engaging activities (songs and games) supported high-frequency word recognition and fluency.
- Grades 3–4: Modeled reading, examples and non-examples, phrasing strategies, and repeated exposure to high-frequency words led to measurable fluency gains.
- Grades 5–6: Instruction emphasized phrasing, pacing, and expression, with teacher and peer modeling improving prosody and overall fluency.

Assessment data from multiple measures (CC3, LeNS, Maze, ORF, and Comprehensive Decoding) show that students made meaningful progress in decoding and comprehension. Between September 2024 and June 2025, students requiring additional support in CC3 decreased from 11% to 7%, and from 12% to 7% in LeNS, indicating stronger phonological awareness and decoding accuracy. Maze comprehension data also improved significantly, from 28% to 16%, reflecting gains in vocabulary knowledge and understanding of connected text. ORF results remained steady at 14%, suggesting that while students can decode and understand words, they continue to require focused instruction in phonics and word attack skills along with accurate and fluent reading of text.
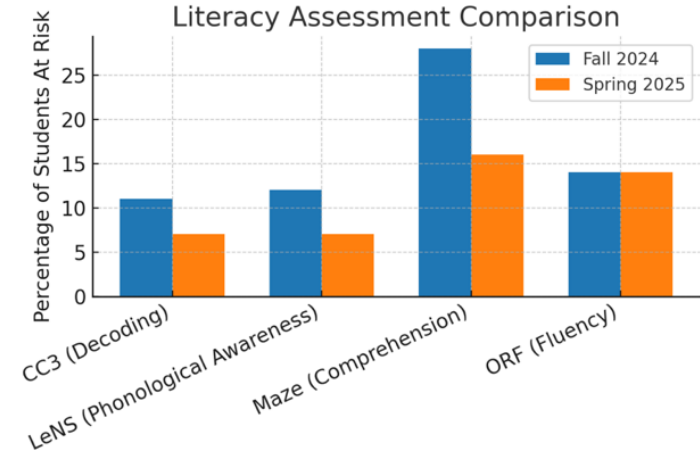

Perception data provided additional insight into the connection between literacy, engagement, and self-regulation. From Fall 2024 to Spring 2025, student focus and goal orientation (OurSchool Survey) declined across grades, indicating that while students are developing decoding and comprehension proficiency, sustaining focus and persistence during complex reading tasks requires continued attention to self-regulation strategies. However, despite these challenges, students demonstrated strong confidence and enjoyment in reading. According to the Spring 2025 CBE Student Survey Perception Survey, 94% of students reported understanding what they read, and 82% felt confident contributing to classroom discussions about reading. By June, these numbers remained steady, highlighting students perceive high confidence in their reading comprehension.
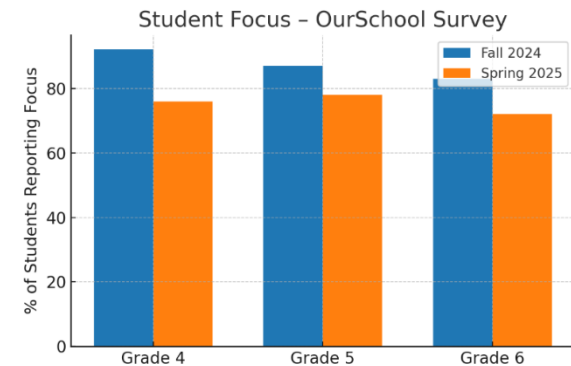
Insights and Next steps:

Students at Jennie Elliott demonstrate exceed both Area 7 and CBE results in Well-Being Perception data and growth in decoding and comprehension. They report increased confidence and enjoyment in reading. However, fluency levels have remained stable, indicating a continued need to strengthen fluency instruction. While comprehension scores are strong, data suggest there is still room for improvement. Our findings highlight the need for an increased emphasis on foundational word recognition skills to continue to develop fluency and extend growth in reading comprehension. Research shows that fluency directly influences comprehension, as automatic word identification is a key component of both (Hook & Jones, 2024). When readers exhibit partial or inconsistent word recognition, their fluency decreases, and they must often reread to construct meaning. Strengthening word recognition through targeted instruction enhances not only fluency but also predictive processing, allowing students to decode more efficiently and engage in deeper comprehension.
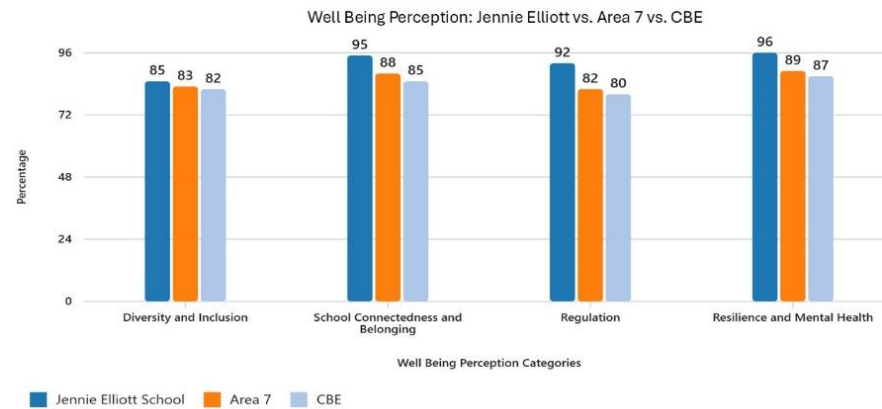
Next steps will focus on improving literacy outcomes by addressing areas identified through the implementation of high-frequency word assessments to determine students who require targeted support to develop accuracy and automaticity. Professional learning will also emphasize flexible groupings, equipping teachers with strategies to group students by skill and learning goals while maintaining fluidity. Collectively, these steps aim to strengthen instructional practice, promote student agency, and improve literacy outcomes. Students will continue to engage in modeled and repeated reading, goal-setting, and reflection, alongside authentic literacy experiences. Programs such as UFLI, Heggerty, Morpheme Magic, and provide a continuum of support targeting foundational and advanced literacy skills. Together, these programs will enhance word recognition, fluency, and overall literacy achievement.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Jennie Elliott 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	**84.5**	72.6	80.3	**83.9**	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	**90.7**	75.9	82.4	**79.8**	79.4	80.4	Very High	Improved	Excellent
	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
	PAT6: Acceptable	**n/a**	83.1	78.2	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	18.3	14.5	**n/a**	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**n/a**	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	**90.6**	77.9	87.0	**87.7**	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**95.1**	82.3	88.7	**84.4**	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	**77.2**	67.7	72.7	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**82.2**	72.0	77.9	**80.0**	79.5	79.1	High	Maintained	Good

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