


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

MidSun 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: Through a focus on disciplinary literacy, student achievement and well-being will improve.

Outcome One: Student achievement in reading and writing will improve through disciplinary literacy.

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

MidSun School is entering the second year of a multi-year focus on *Disciplinary Literacy* as the driver for both student achievement and well-being. Staff implemented key instructional practices in 2024-25: *task design with multiple entry points, calibration, exemplars, and student self-assessment*. Our team will now move from *introduction to refinement*.

Celebrations

- Significant staff alignment on disciplinary literacy practices: *task design, exemplars, and calibration* are becoming shared norms.
- High relational trust: Over 80% of students feel cared for and supported by teachers, creating the emotional safety for academic risk-taking.
- Strong implementation of inclusive and Indigenous perspectives in classroom materials and discussion.
- Early evidence that entry points and multiple ways to demonstrate learning are helping to reduce the number of 1s across subjects.
- Clear continuity between 2024-25 and 2025-26 goals: staff commitment and system alignment (CBE Literacy, Math, Assessment, and Well-Being Frameworks)

Areas for Growth

- Raise the ceiling: Increase the number of students achieving at the “4” level by refining expectations and exemplars.
- Confidence gap: Students report caring relationships but low confidence. A need stronger feedback and self-assessment loops.
- Well-being check-ins: Only one-third of students report teachers checking on their well-being regularly
- Belonging and challenge: Belonging dips, particularly in Grade 9; fewer students enjoy academic challenge.
- Assessment alignment: Diagnostic, report card, and PAT data inconsistencies signal uneven calibration and grading practices.

Next Steps

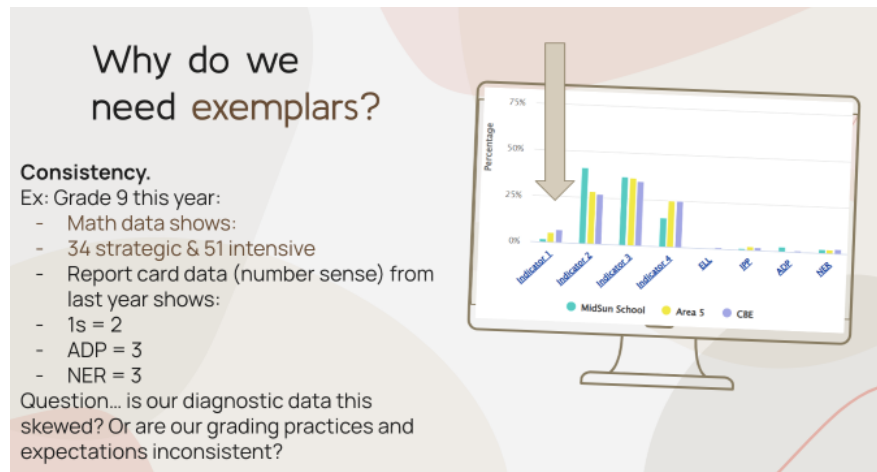
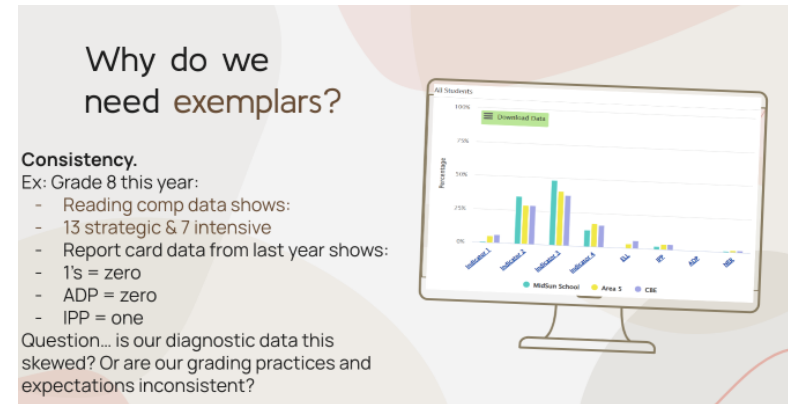
- Deepen calibration cycles across PLCs with a focus on exemplars, moderation, and aligning diagnostic, report card, and PAT expectations.
- Strengthen student ownership through structured goal-setting, metacognitive reflection, and self-assessment routines.
- Integrate confidence-building strategies: Focus: make learning visible, celebrate progress, and scaffold challenge to promote perseverance.
- Increase relational touchpoints to ensure consistent well-being check-ins and embed belonging work into core classes, not only advisory settings.
 - Track data triangulation within PLCs (diagnostic ↔ report ↔ PAT) to monitor progress and equity of outcomes.

From 2024–25 → to 2025–26: Our Line of Sight

Last Year (2024–25)	This Year (2025–26)
<p>Goal: Through Disciplinary Literacy, student achievement and well-being will improve</p> <p>Focus:</p> <ul style="list-style-type: none">• Task design with multiple entry points• Common success criteria & calibration• Use of exemplars• Opportunities for student goal-setting and self-assessment <p>Outcomes:</p> <ul style="list-style-type: none">• Reading & writing improved• Students' sense of belonging strengthened through confidence and valuing their learning	<p>Goal: Disciplinary Literacy continues as the anchor</p> <p>Why:</p> <ul style="list-style-type: none">• Data shows fewer students achieving at the highest levels (4s)• Confidence, belonging and willingness to tackle challenging work need strengthening• Diagnostic, report card, and PAT data don't always align <p>Anchored in System Frameworks:</p> <ul style="list-style-type: none">• Literacy, Numeracy, Assessment• Well-Being, Holistic Lifelong Learning

Our Data Story: MidSun School continued to demonstrate strong growth in the second year of its disciplinary literacy focus, with several areas of notable celebration emerging across the 2024–25 school year. A consistent strength was the high level of relational trust between students and staff. An overwhelming majority of students (91%) reported that teachers hold high expectations for their success, and 83% indicated that they feel cared for at school. These indicators reflect a stable culture of connection, emotional safety, and encouragement, which provided a strong foundation for the academic and well-being initiatives embedded in disciplinary literacy.

Staff also demonstrated deepening alignment in key instructional practices. PLCs consistently engaged in calibration cycles, moderation using exemplars, and task design conversations, which strengthened coherence across classrooms. The shared commitment to disciplinary literacy was evident in the increased use of common language, clearer expectations for student work, and intentional use of multiple entry points in tasks. This growing consistency has supported students in understanding what high-quality work looks like and in recognizing the pathways available to achieve it.



MidSun also saw strong evidence of inclusive teaching practices. Across subject areas, teachers embedded Indigenous ways of knowing and being in authentic and meaningful ways, with 94% of students indicating they were learning about Indigenous perspectives. Classrooms increasingly reflected diverse texts, culturally relevant examples, and learning environments that supported student voice and representation. This work not only aligns with CBE's Holistic Lifelong Learning Framework but reinforces the school's commitment to belonging and equity.

Another celebration was the strengthening of daily literacy practices across the school. 90% of students reported that they engaged each day in reading, writing, and talking with peers; an essential component of disciplinary literacy. These opportunities helped reduce the percentage of students receiving "1s" on report cards, showing that task design with multiple entry points is

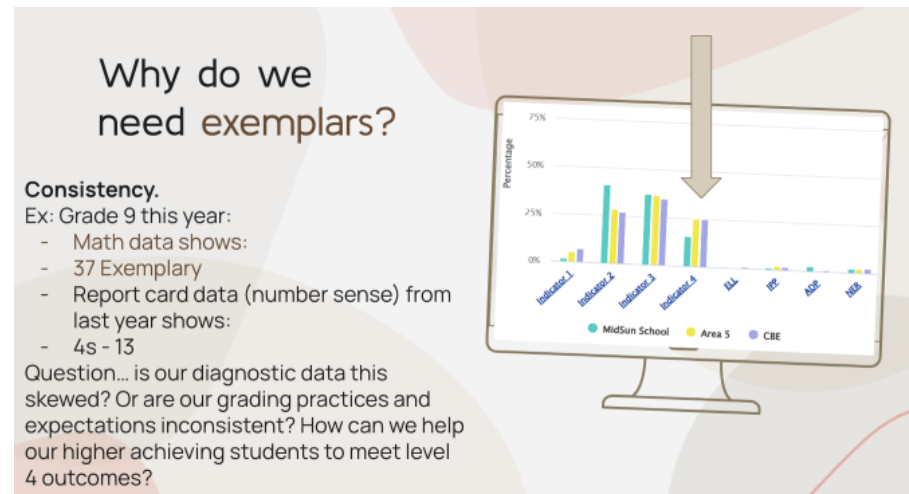
making learning more accessible for students requiring additional supports. Teacher collaboration contributed significantly to this improvement, as teams worked together to create coherent and responsive instructional experiences.

Finally, the 2024–25 work demonstrated strong continuity and alignment between school and system priorities. Staff engaged meaningfully with the CBE Literacy, Math, Assessment and Reporting, Well-Being, and Holistic Learning frameworks, using them to guide planning and instruction. This alignment ensured that MidSun’s work remained anchored in research-informed practices, while also strengthening the shared understanding of how disciplinary literacy supports both achievement and well-being. Together, these celebrations highlight meaningful progress and reinforce the school’s readiness to refine and deepen its work in 2025–26.

Insights & Next Steps

In response to our data story, MidSun will refine and deepen its disciplinary literacy work in several key ways.

PLCs will continue to engage in regular calibration cycles using exemplars, common assessments, and student work samples to ensure greater consistency across disciplines and stronger alignment between diagnostic, report card, and PAT data.



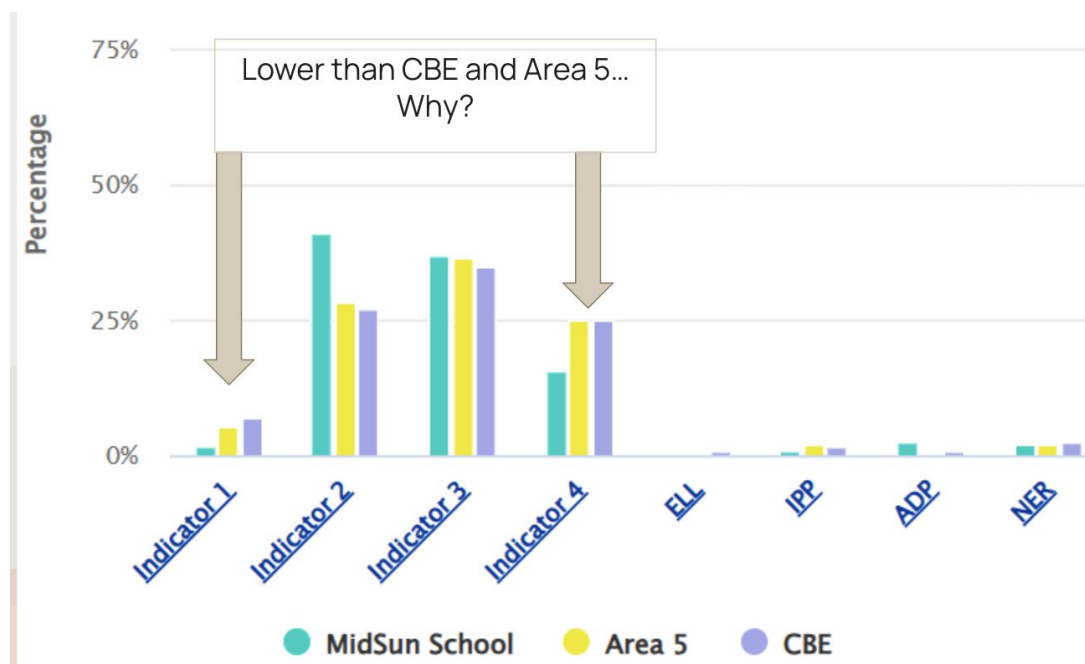
Teachers will continue designing learning tasks that promote student ownership, confidence, and belonging. This includes embedding daily opportunities for goal setting, self-assessment, and reflection so students can monitor their progress and understand how their learning connects to personal goals.

Finally, MidSun will continue to strengthen well-being and belonging through intentional check-ins, student voice structures, and inclusive task design. These approaches will help students feel more confident as learners, more connected to their community, and more capable of engaging with challenging disciplinary literacy tasks.

Refinements for 2025–26 Implementation

- Align Professional Learning around calibration, task design, and student reflection practices.
- Adjust Structures and Processes to include instructional coherence across grade levels and student-voice feedback loops.

- Review and refine Outcome Measures to ensure growth in both achievement and belonging can be clearly tracked over time.
- Allocate Resources and PL time to staff-led exemplars, diagnostic alignment, and embedded well-being strategies.



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

Fall 2025

School: 0348 Midsun School

Assurance Domain	Measure	Midsun 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	79.5	84.7	83.5	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	75.7	77.9	74.4	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	56.8	58.2	61.9	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	10.1	8.6	9.3	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	80.5	86.6	85.4	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	87.6	83.8	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	77.7	77.6	78.9	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	74.0	86.2	78.9	80.0	79.5	79.1	Low	Maintained	Issue