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Calgary Board of Education

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

Bishop Pinkham School

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School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 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: Student achievement in learning will improve through an increased sense of belonging and students knowing themselves as learner

Outcome One: Student well-being will improve across French Immersion and English programs through direct instruction of social emotional learning, task design, and the implementation of tier 2 supports.

Celebrations

- Students reported an increase between 14 and 20 percent in School Connectedness and Belonging on the 2025-2026 CBE Student Survey
- Student report card data shows that our students are continuing to achieve well on ELA & FLA reading STEMS above those in the CBE with indicators '3' and '4'
- Through school-wide implementation of Social Emotional Learning, we have seen an increase in students understanding themselves as learners as indicated through local data measures

Areas for Growth

- Despite being above provincial standards in ELA and FLA, student performance in all subjects decreased on Provincial Achievement Tests
- 65.47% report that there is at least one adult at school who they really connect with, according to the CBE Student Survey. While this shows an improvement from last year, this indicator is still lower than we would like for our school.
- The development and integration of Tier 2 supports into task design and daily teacher practice to reach all learners

Next Steps

- Continuing to focus on the development and integration of tier 2 strategies to support well-being and achievement across classes through PLCs and Collaborative Response to further differentiate instruction
- Continued integration of Social Emotional Learning into task design across all courses
- Explore teacher voice and connection to Indigenous Education to support professional learning

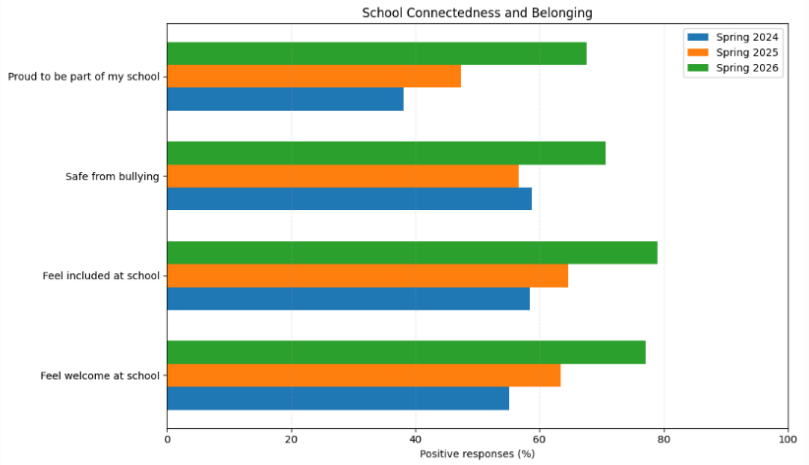
Our Data Story

Bishop Pinkham School's 2025–2026 School Development Plan focused on the interconnected relationship between student well-being and academic achievement with the rationale that the junior high years represent a significant period of brain development, identity formation, and self-discovery. As students develop a deeper understanding of who they are as individuals and learners, schools have an important role in explicitly teaching the skills that support self-awareness, engagement, and success.

To strengthen students' understanding of themselves as learners, Bishop Pinkham relied upon the Collaborative for Academic, Social, and Emotional Learning (CASEL) Social and Emotional Learning (SEL) Framework, as outlined in the CBE Student Well-Being Framework. The primary focus was the competency of self-awareness, defined by CASEL as "the skill of understanding one's own emotions, thoughts, and values and how they influence behavior across contexts" (casel.org).

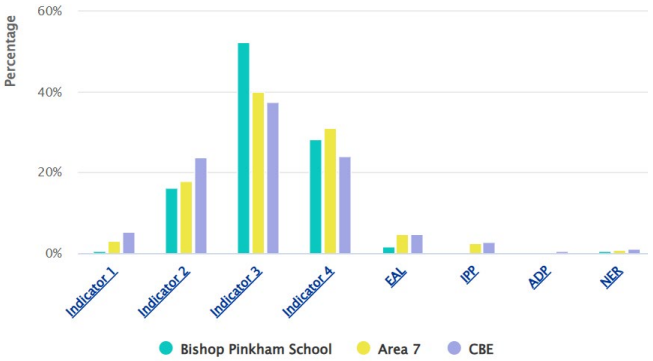
Teachers developed their understanding of SEL through professional learning, book studies and engagement with the CBE Student Well-Being Framework. Through professional learning communities (PLCs), Collaborative Team Meetings, and common planning time, staff worked collaboratively to embed self-awareness into task design and the everyday language of the school. Direct instruction in SEL was also implemented across homerooms and subject areas to provide students with consistent opportunities to develop self-awareness across multiple learning environments.

The results of this work were encouraging. Data from the CBE Student Survey indicated improvements in several areas related to students' school connectedness, and belonging between the 2024-2025 and 2025-2026 school years. These findings suggest that the integration of SEL as a Tier 1 support was a positive first step toward strengthening student well-being across the school.



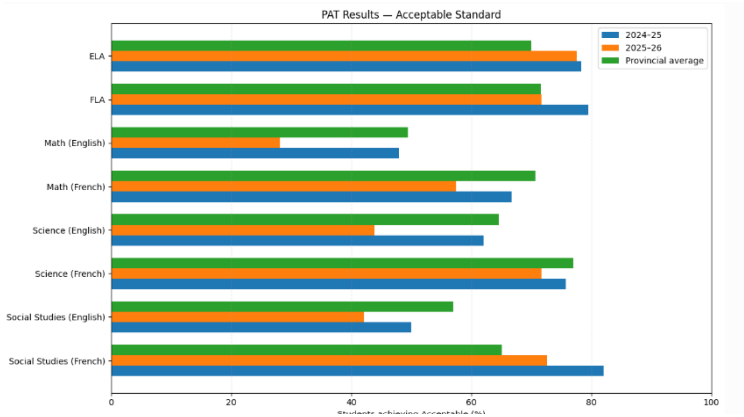
Building on this foundation, staff recognized the need to further develop and implement targeted Tier 2 strategies to support students' well-being and achievement. Professional learning communities and Collaborative Response processes provide opportunities to identify individual student needs, differentiate instruction, and develop strategies that respond to specific skill deficits.

Student Achievement in Reading



Report Card Indicator data for English Language Arts (ELA) and French Language Arts (FLA) showed that reading achievement remained relatively strong with scores above the Area 7 and CBE average. Students continued to demonstrate strengths in reading, and the school's focused work on comprehension strategies provided additional opportunities to strengthen these skills.

Provincial Achievement Test results were an area of concern as scores in each subject decreased. While we remain above the provincial average, we recognize that the decrease in achievement is a signal to assess and strategize.



Insights and Next Steps

The 2025–2026 school year highlighted the progress that can be made to student well-being with intentional SEL instruction. CBE Student Survey data documented growth with student perceptions of meaningful teacher-student as well as peer to peer relationships. The percentage of students who responded positively to the statement “My teacher(s) care about me” increased from 72% to 83%. Similarly, positive responses to “I feel included in school” increased from 65% to 78%. As Bishop Pinkham moves into the final year of its School Development Plan, the focus will be on both sustaining and deepening this work while responding to areas of continued need specifically academic achievement.

Moving forward, staff will continue to integrate SEL and executive functioning (EF) skill development into task design, classroom instruction, and collaborative planning. Professional learning communities and Collaborative Response will support teachers in identifying underlying skill deficits, selecting targeted strategies, and designing learning experiences that promote engagement, achievement, and well-being. This next phase will build on the progress made through Tier 1 supports while strengthening differentiated, Tier 2 approaches to ensure students are equipped with the skills they need to succeed as learners.

Required Alberta Education and Childcare Assurance Measures (AECAM)

Overall Summary - Fall 2026

The Alberta Education and Childcare 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 and Childcare 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	Bishop Pinkham 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	**81.3**	79.5	81.5	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**72.5**	63.1	65.9	**81.2**	79.8	79.8	Intermediate	Improved	Good
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	71.4	74.2	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	17.2	18.6	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**79.0**	77.1	80.5	**87.8**	87.7	87.8	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**82.8**	74.2	75.9	**85.8**	84.4	84.4	Low	Improved	Acceptable
	Access to Supports and Services	**67.4**	62.4	70.3	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**71.7**	69.2	71.2	**79.9**	80.0	79.5	Low	Maintained	Issue