cbe.ab.ca

Calgary Board of Education

Somerset School
150 Somerset Manor SW, Calgary, AB T2Y 4S2 t | 403-777-7001 f | 587-033-0053 e | somerset@cbe.ab.ca

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

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

Fair and Equitable Assessment Practices will improve student Achievement and Well-Being.

Outcome:

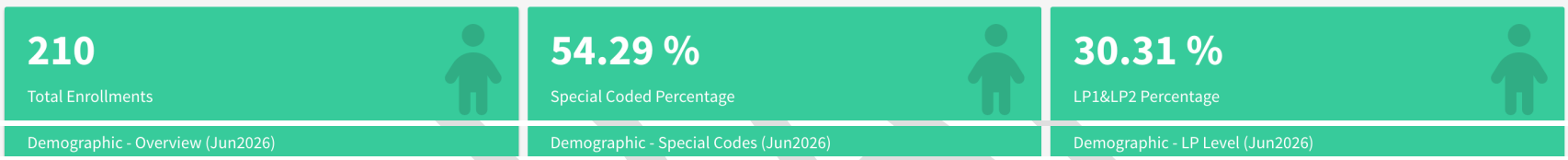
Through structured writing instruction, clear success criteria, equitable assessment practices, and meaningful opportunities to incorporate Indigenous perspectives, students will develop the confidence, skills, and agency to demonstrate their learning, recognize their strengths, identify next steps, and strengthen their sense of belonging and well-being.

During the 2025–2026 school year, Somerset School focused on strengthening fair and equitable assessment practices through structured writing instruction, Think-SRSD, common success criteria, formative feedback, and opportunities for students to reflect on their learning.

Our school community reflected a diverse range of linguistic, academic, and learning needs, reinforcing the importance of explicit instruction, purposeful task design, differentiated supports, and equitable opportunities for every student to experience success.

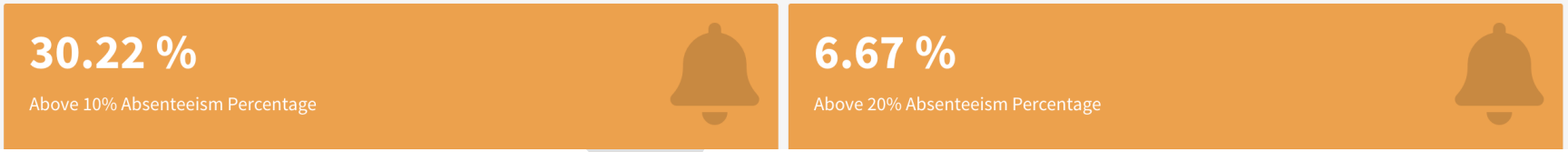
In alignment with Somerset's 2026–2027 Truth and Reconciliation Commitment to Action, our continued improvement work will intentionally incorporate authentic Indigenous voices and perspectives while creating meaningful opportunities for students to share their learning and strengthen their sense of belonging.

As of June 2026, Somerset served **210 students** from kindergarten to Grade 4.



Student learning profiles reflected increasing diversity and complexity:

- **54.29%** of students (114) were identified with special coding (FNMI, EAL, Special Education), an increase of **2.83 percentage points** from June 2025.
- **30.48%** of students (64) were identified as English as an Additional Language (EAL) learners, including 23 students at LP1/LP2.
- **19.52% of students with special coding** were reported as having severe Special Education coding.



As of June 2026, Somerset served **210** students from kindergarten to Grade 4.

Student learning profiles reflected increasing diversity and complexity:

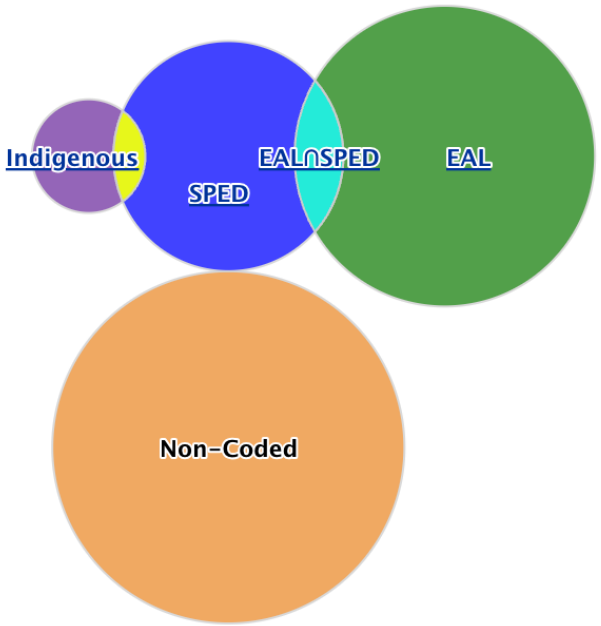
- **54.29%** of students (114) were identified with special coding (FNMI, EAL, Special Education), an **increase of 2.83 percentage points** from June 2025.
- **30.48%** of students (64) were identified as English as an Additional Language (EAL) learners, including 23 students at LP1/LP2.
- **19.52%** of students with special coding were reported as having **severe Special Education coding**.

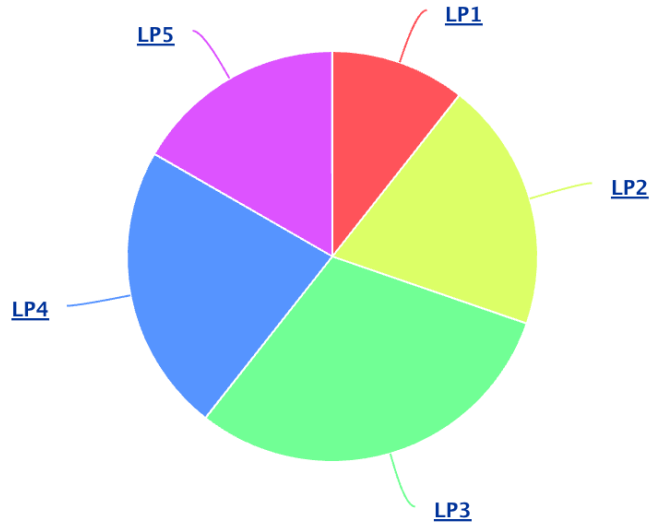
Student **attendance improved**, with absenteeism **above 20% decreasing by 2.42 percentage points** (9.09% to 6.67%) and absenteeism **above 10% decreasing by 3.77 percentage points** (33.99% to 30.22%).

JUNE 2026

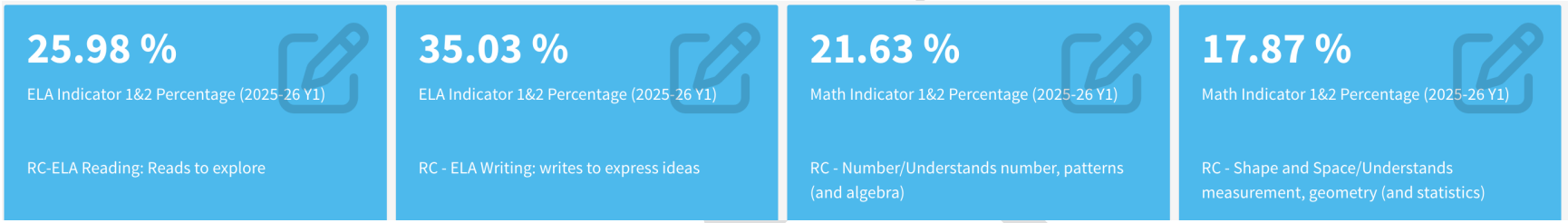
Total Student Enrollment = **210**
Kindergarten = **31**
Grade 1 = **33**
Grade 2 = **50**
Grade 3 = **54**
Grade 4 = **42**

Special Coded = **114**
FNMI = 10
EAL = 64 (23 LP1& LP2)
SPED = 42 (19 Sev & 23 M/M)





Discovery: What Our Evidence Revealed



Writing Achievement | Positive Progress

Writing achievement demonstrated **meaningful improvement** in *Writes to Express Ideas*.

Report Card Measure	June 2025	June 2026	Change
Indicators 1 or 2 (Below Proficient)	43.63%	35.03%	↓ −8.60 pp
Indicators 3 or 4 (Proficient or Higher)	56.37%	64.97%	↑ +8.60 pp

The proportion of students receiving **Indicators 3 or 4 increased by 8.60 percentage points**, reflecting a positive shift in overall writing achievement.

This improvement occurred alongside Somerset's focused implementation of **structured writing instruction, Think-SRSD, common rubrics, clear success criteria, and formative feedback**.
Teachers strengthened instructional consistency through:

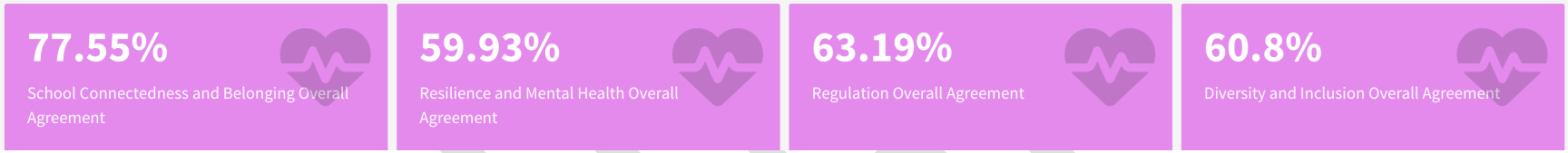
- **Explicit modelling** of writing strategies and processes.
- **Structured Think-SRSD instruction** to support planning, writing, and self-regulation.
- **Clear rubrics and success criteria** to clarify expectations and identify next steps.
- **Targeted feedback** on students' application of writing strategies.
- **Differentiated instruction and scaffolding** responsive to individual learning needs.

These practices provide a **credible instructional explanation for improved writing outcomes**. Continued analysis of student writing samples, strategy application, and progress-monitoring evidence will help determine their specific contributions to student growth.

While achievement improved, approximately **35% of students continued to receive Indicators 1 or 2**, reinforcing the need for purposeful task design, targeted supports, and ongoing monitoring.

Moving forward, Somerset will strengthen these established instructional practices through culturally responsive writing tasks, authentic Indigenous mentor texts, and meaningful opportunities for students to apply their writing skills when developing personal Land Acknowledgements. These learning experiences will connect structured writing, student voice, and reflection with students' growing understanding of Treaty 7, the land, and their responsibilities to one another.

Student Well-Being | An Important Area for Attention



Student well-being results showed a **contrasting trend**, with declines across all four student perception measures.

Student Perception Measure	Previous	2025–26	Change
School Connectedness	83.51%	77.24%	▼ −6.27 pp
Resilience & Mental Health	74.04%	59.93%	▼ −14.11 pp
Regulation	62.69%	57.59%	▼ −5.10 pp
Diversity & Inclusion	77.59%	60.80%	▼ −16.79 pp

Although academic achievement improved, student perceptions suggest these gains were not accompanied by corresponding improvements in reported well-being.

While differences across measures may reflect varying aspects of students' experiences, these findings reinforce the importance of understanding how students experience learning across each measure.

These findings reinforce our SDP focus on student voice, confidence, agency, and belonging through purposeful learning experiences, reflection, and meaningful opportunities for students to share their perspectives. Somerset's TRC commitment supports this direction by providing opportunities for students to share their learning, strengthen respectful relationships, and develop a deeper understanding of their responsibilities to one another and the land.

These opportunities will be supported through the Somerset Strong values of Kindness, Belonging, Perseverance, and Curiosity.

Student Attendance | Improved Access to Learning

Attendance results demonstrated encouraging improvement.

Attendance Measure	June 2025	June 2026	Change
Students absent more than 10%	33.99%	30.22%	↓ −3.77 pp
Students absent more than 20%	9.09%	6.67%	↓ −2.42 pp

Fewer students experienced elevated absenteeism, creating **more consistent opportunities to access classroom instruction and learning supports**.

Although improved attendance is encouraging, further analysis is needed to determine its relationship with achievement and well-being.

Continued attention to equitable access, inclusive learning environments, culturally responsive instruction, and strong home–school relationships will support our shared priorities of achievement, belonging, and well-being.

Resolution | What This Means for Somerset

Celebrations

- **Writing achievement improved by 8.60 percentage points**, with more students receiving Indicators 3 or 4.
- **Mathematics achievement improved** across both outcomes: Number and Patterns (+5.18 pp) and Shape and Space (+4.86 pp).
- **Elevated absenteeism decreased**, supporting more consistent access to instruction.
- **A shared instructional approach was strengthened** through structured writing, Think-SRSD, common rubrics, success criteria, and formative feedback.
- **Collaborative assessment practices** established a stronger foundation for evidence-informed instructional planning.

Areas for Growth

- Strengthen **writing** outcomes for the approximately 35% of students continuing to receive Indicators 1 or 2.
- Respond to declining perceptions of **student well-being**: resilience, mental health, belonging, inclusion, and self-regulation.
- Establish consistent **progress monitoring** practices to measure individual writing growth and strategy application.
- Strengthen students' ability to identify effective strategies, assess their progress, set goals, and explain next steps.
- Examine achievement across grades and student groups to identify potential disparities and respond to learning needs.
- Strengthen culturally responsive instruction through authentic Indigenous voices, stories, art, and perspectives embedded in everyday classroom learning.
- Create meaningful opportunities for students to demonstrate their understanding of Treaty 7, develop personal Land Acknowledgements, and share their learning with the school community.

DRAFT

Next Steps | Moving from Evidence to Action

1. Strengthen Writing Instruction and Assessment

- Implement common pre-, mid-, and post-writing assessments using CBE proficiency descriptors and aligned Think-SRSD scoring criteria. Continue explicit modelling, guided practice, targeted feedback, and self-regulation strategies.
- Incorporate culturally responsive writing tasks, authentic Indigenous mentor texts, and opportunities for students to apply their learning through personal Land Acknowledgements.

2. Prioritize Responsive Instructional Design

- Continue to strengthen purposeful task design, differentiated instruction, and targeted supports. Use assessment evidence to refine Tier 1 instruction and provide responsive Tier 2/3 interventions.
- Intentionally incorporate authentic works by Indigenous authors and artists, ensuring Indigenous voices and perspectives are embedded in everyday learning across the curriculum.

3. Strengthen Collaborative Assessment Practices

- Use Professional Learning Communities (PLCs) to examine student work, calibrate assessment judgments, identify learning needs, and collaboratively plan instructional next steps.
- Collaboratively design culturally responsive learning experiences and examine student evidence of writing growth, understanding, and reflection.

4. Elevate Student Voice, Confidence, and Agency

- Gather student perspectives through writing confidence surveys, strategy-awareness check-ins, self-assessment, and goal-setting reflections. Support students in recognizing strengths, celebrating progress, and identifying next steps.
- Provide opportunities for students to develop and share personal Land Acknowledgements, strengthening student voice, understanding of reconciliation, and meaningful participation in the school community.

5. Establish an Integrated Evidence Cycle

- Monitor literacy, numeracy, attendance, and well-being together, with attention to EAL learners, students receiving specialized supports, and students experiencing inconsistent attendance.
- Continue to triangulate student work, assessment results, instructional evidence, and student perceptions to evaluate impact and refine supports throughout the year.
- Include evidence of culturally responsive instruction, student engagement with authentic Indigenous perspectives, and student reflections on Treaty 7 and reconciliation. Monitor these commitments through classroom learning evidence, teacher reflections, and student voice while maintaining distinct measures for writing achievement and well-being.

6. Advance Truth and Reconciliation Commitments

Body – To Do | Students as Knowledge Sharers:

- Support students in developing personal Land Acknowledgements reflecting their understanding of Treaty 7, the land, and shared responsibilities. Provide opportunities to share their learning through school assemblies.

Mind – To Know | Indigenous Voices in Learning:

- Intentionally incorporate authentic works by Indigenous authors and artists, embedding Indigenous voices, stories, perspectives, art, and ways of knowing into everyday classroom learning.

Looking Forward | Strengthening Achievement and Well-Being

Somerset School demonstrated improved writing and mathematics achievement alongside stronger attendance, providing encouraging evidence of progress toward our school improvement priorities.

Our shared focus on structured writing instruction, Think-SRSD, clear rubrics, common success criteria, and responsive feedback established consistent instructional practices aligned with improved writing outcomes.
These evidence-informed practices offer a strong explanation for the positive achievement trend. Continued examination of student work, instructional implementation, and student voice will help clarify which practices are most effective, for which learners, and how they contribute to individual growth.

At the same time, declining student perceptions of well-being remind us that academic achievement and students' experiences of learning must be considered together.

Our 2026–2027 Truth and Reconciliation Commitment to Action provides meaningful opportunities to connect structured writing, culturally responsive instruction, Indigenous perspectives, student voice, and belonging within our existing SDP priorities. Through personal Land Acknowledgements and the intentional inclusion of Indigenous authors and artists, students will have opportunities to demonstrate learning, reflect on their responsibilities, and contribute to a respectful and inclusive school community.

Moving forward, Somerset will strengthen a consistent evidence cycle connecting instructional practices, student achievement, strategy awareness, student agency, and well-being, while monitoring the implementation and learning associated with our TRC commitments.

Our commitment is to ensure every student experience success, recognizes their growth, understands their next steps, and develops the confidence and independence to thrive as a learner - Being Somerset Strong through Kindness, Belonging, Perseverance, and Curiosity.

Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

The Alberta Education and Childcare Assurance Measure Results Report evaluate 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 Environments
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Somerset 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	**84.3**	79.7	78.6	**84.2**	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	**88.0**	83.8	84.0	**81.2**	79.8	79.8	Very High	Maintained	Excellent
	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**	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**	15.6	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	**96.5**	95.1	93.1	**87.8**	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.1**	88.5	89.0	**85.8**	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	**79.6**	78.2	79.2	**79.5**	80.1	80.2	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	**84.4**	92.9	86.3	**79.9**	80.0	79.5	Very High	Maintained	Excellent