Colonel Irvine 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: Student achievement in literacy will improve.

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

Outcome Two: Students' sense of belonging at school improves.

Celebrations

- Increases in overall citizenship and welcoming/caring/respectful/safe learning environments on Alberta Ed Assurance
- overall saw decreases in the number of students getting a '1' in the writing stem across all grades
- Student sense of belonging increased in grade 6-9
- Student Growth and Achievement for citizenship increased overall from Spring 2024 to Spring 2025
- Student Learning Supports for Welcoming, Caring, Respectful, and Safe Learning Environments has increased overall from Spring 2024 to Spring 2025

Areas for Growth

- Student sense of belonging in grade 5
- Implement and utilize anchor charts and word walls consistently between teachers and departments

Next Steps

- Literacy Block Changes - Establish school-wide routines, build shared understanding, and initiate vocabulary and fluency strategies for students and teachers focusing on tier two vocabulary through morphological focus.
- Numeracy Block Changes: All grade levels have been grouped for Numeracy Block based on achievement levels, a school-developed universal screener, and individual student need. Planning for Numeracy Block is differentiated and then addresses student need by grade and grouping to support student achievement and reinforce number sense concepts and understanding.
- Wellness block changes: Focus on 5 competencies of Social Emotional Learning (SEL) across the 4 key themes. Focusing on the daily themes throughout the week with focus on sense of belonging
- Book Study – Disciplinary Literacy in Action book study will equip teachers with strategies to embed reading, writing, and critical thinking within their subject area. It will also foster collaboration across departments leading to consistent literacy and improved student engagement.

Our Data Story:

- Student achievement in reading and writing will improve through disciplinary literacy.

- Outcome Measures:

o Improvement in the following ELA report card indicators:
  - *Writes to develop and organize and express information and ideas*
  - *Reads to explore, construct, and extend understanding*
o PAT Grade 6 and Grade 9 Part A and B ELA results

Our School Survey Results:
- Improvement in the question "I use word walls and anchor charts to support my learning"

o Student Perception Data on the OurSchool Survey and CBE student survey:
  - Student perceptions of: "At school I feel like I belong," "I feel welcome at my school," and the Sense of Belonging Summary Measure
  - Student response to CBE Student Survey question: "I feel included at school," and "I feel welcome at school"

o We expected to see a decrease in the number of students not meeting standards in their ELA report card indicators

o We expected to see an increase in the Sense of belonging metric.

Writing Stem

Course	Stem	1 (Not meeting)		2 (Basic)		3 (Good)		4 (Excellent)	
		23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
ELA 5	Writes to express information and Ideas	0.0%	0.0%	31.6%	40.0%	56.8%	51.8%	11.6%	8.2%
ELA 6		1.1%	0.0%	29.9%	47.4%	46.0%	47.4%	23.0%	5.2%
ELA 7	Writes to develop, organize, and express information and ideas	5.3%	2.7%	40.8%	34.8%	36.7%	41.2%	17.2%	21.4%
ELA 8		8.1%	2.9%	39.1%	30.6%	34.5%	38.2%	18.3%	28.3%
ELA 9		6.4%	3.2%	37.6%	22.2%	27.7%	35.7%	28.3%	38.9%

Reading Stem:

Course	Stem	1 (Not meeting)		2 (Basic)		3 (Good)		4 (Excellent)	
		23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
ELA 5	Reads to explore and understand	0.0%	0.0%	40%	29.4%	43.2%	54.1%	16.8%	16.5%
ELA 6		1.1%	0.6%	32.2%	28.9%	41.4%	37.1%	25.3%	34.0%
ELA 7	Reads to explore, construct and extend understanding	9.9%	2.7%	36.8%	32.1%	34.5%	35.3%	18.7%	29.9%
ELA 8		6.6%	4.0%	34.8%	28.3%	39.4%	39.3%	19.2%	28.3%
ELA 9		9.8%	6.6%	39.7%	21.3%	32.2%	39.3%	18.4%	32.8%

OurSchool Survey Results:

Sense of Belonging	October 2024	May 2025
Grade 5	65%	49%
Grade 6-9	55%	59%

Truth & Reconciliation, Diversity, and Inclusion:

Our school demographics represents the diverse population with 41.8% of EAL students and 2.9% of students who self-identify as Indigenous

Alberta Education Assurance Measures	Spring 2024 (Overall)	Spring 2025 (Overall)
Citizenship	71.9%	77.0%
Welcoming, Caring, Respectful, and Safe Learning Environments	75.5%	82.7%

PAT data has not been released by Alberta Education as of November 14th.

- Reading instruction strategies improved student achievement. The Humanities department focuses on improving reading and writing instruction through common instructional and assessment practices. Using "Notice and Note: Strategies for Close Reading" by Kyleen Beers and Robert E. Probst novel has aligned our reading instructional practices. With students seeing common language and focus, students can build on their previous understanding and skills.

- Writing instruction strategies improved student achievement. The Humanities department focuses on improving writing instruction through common instructional and assessment practices. Using the Topic, Evidence, Explanation, and Concluding sentence (TEEC) paragraph structure has aligned our writing instructional practices. With students seeing common writing structures, students can build on their previous understanding and skills.
- School-wide initiatives: Connect Time, Wellness, Pep rallies, opportunities for gathering with other grade groups and connecting with teachers.
- For the results of Sense of Belonging and Truth & Reconciliation, Diversity, and Inclusion: Leadership 9 was utilized to plan and implement pep rallies and opportunities for gathering with other grade groups and connecting with teachers. This also appears to have helped build a sense of belonging and ownership for Gr 9 students involved. Other students saw these opportunities and look forward to participating in and planning them in future years. The initiatives of Leadership 9 appear to have had a large impact on these results.

What didn't:
- From the OurSchool Survey, Sense of Belonging for Gr 5 students decreased from October to May. We are still exploring the causes of this and will continue to work on improving these results.

Gaps:
- Consistency in implementing and using anchor charts and word walls across teachers and departments ensures that students experience a unified approach to literacy support throughout the school. When visual references for key vocabulary, strategies, and concepts are used consistently, students can more easily make connections between subjects and transfer their learning. This shared practice also reinforces common academic language, supports diverse learners, and creates a visually rich environment that strengthens comprehension and retention across all grade levels and disciplines.

- AEAM Survey indicates that we have a higher-than-average parental involvement rate
- AEAM Survey indicates that we concern in 'Education quality' and 'Student Learning Engagement'
- AEAM Survey indicates that there are issues with Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE). However, sense of belonging is beginning to rise for grades 6-9's while it declines for grade 5's.
- Student conversations and anecdotal notes indicate that students are enjoying the whole-school initiatives, such as, pep-rallies, fundraisers, and whole school community building activities.

- In the previous year, we focused on examining reading and writing of our grade 5-9 students. We employed strategies like TEEC paragraphs, notice and note, word walls, and anchor charts. We saw an overall decrease in the number of

students receiving a '1' in these report card stems and saw an overall shift towards students receiving more 3's and 4's. However, some gaps we noticed were that teachers needed support in developing word walls, anchor charts, and discipline specific vocabulary skills. Therefore, we will be shifting our focus to a school-wide interdisciplinary approach and addressing the gaps we see in literacy through two ways. The first way we will address this capacity gap is through a book study on "Disciplinary Literacy in Action" by Releah Lent and Marsha Voigt. The goal here is to build teacher capacity so that individuals feel more confident in employing strategies in their own classroom. Our second way to address this gap is to have a weekly literacy block on Fridays. This will allow us to identify gaps in student understanding, obtain baseline data, track results and progress, and teach morphology to students.

- In terms of wellness, we saw an increase in student belonging, citizenship, and student perception of Welcoming, Caring, Respectful, and Safe learning Environments. We believe that some of this success is from school activities, such as connect lessons, pep rallies, school-wide fundraisers and events, talent shows and assemblies, and other wellness/cross grade activities throughout the year. We were surprised by the fact that grade 5's felt their sense of belonging has declined. We do not have a concrete reason for this because they have been involved in all the other activities that the other grades have participated in. We are going to make the following changes to address potential gaps and continue to build wellness in the school. We will have a daily wellness block right after lunch to better connect with students and develop SEL competencies. We will continue with school activities to promote more connectedness and wellbeing in the school.

- TEEC Paragraph strategy has shown increased writing structure and overall understanding of written
- School-wide wellness strategies, such as, connect time, pep rallies, fundraisers and challenges, and other opportunities for grade groups to connect has strengthened the overall sense of belonging in the school.
- Going forward, we will be introducing wellness block to everyday at lunch to connect with students and increase the sense of belonging in the school.
- Literacy block will occur weekly on Fridays for 40 or 50 minutes. The lessons are intended to build an understanding of vocabulary, specifically morphology, to help strengthen students' writing and reading skills.
- Staff will be involved in a book study to build capacity to teach literacy in an interdisciplinary context. The book we have chosen is 'Disciplinary Literacy in Action" by Releah Lent and Marsha Voigt. The book study will be headed by learning leaders and will occur on Friday staff meetings and non-instructional days.
- The outcomes we measure will be maintained and will include the following:
- Grade 5-9 Writing report card Stem for Humanities
- Grade 5-9 Reading report card Stem for Humanities

- Literacy Block Diagnostic data
- AEA measures regarding 'Citizenship' and 'Welcoming, Caring, Respectful and Safe Learning Environments'
- OurSchool Survey data Student perception data on "At school I feel like I belong (I feel like I am part of the school)", and "I feel welcomed at my school."
- Student perceptions on 'Sense of Belonging Summary' measure/Yes & No Questions
- CBE Student Survey responses to the question " I feel included at school" and "I feel welcomed at school" (Gr. 5,6,8,9)

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	Colonel Irvine 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	79.3	82.9	85.6	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	77.0	71.9	78.6	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
	PAT6: Acceptable	n/a	90.3	87.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	43.0	41.3	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	68.4	73.3	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	26.9	26.3	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	80.0	81.2	85.6	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	75.5	83.1	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	77.3	78.2	82.0	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	79.9	78.8	81.8	80.0	79.5	79.1	High	Maintained	Good