Le Roi Daniels

47 Fyffe Rd SE, Calgary, AB T2H 1B9 t | 403-777-6420   e | leroidaniels@cbe.ab.ca

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: Improve student achievement and well-being through targeted interventions and inclusive practices.

Outcome One: Students will achieve personal growth in literacy and mathematics.

Our Data Story:

We primarily used the Alberta Education Assessments - LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics as well as Report Card measures. The Alberta Assessments identify students who are meeting grade level expectations and those students who may require some additional support. We noted the following improvements showing fewer students who required additional supports:

LeNS – Change in number of students(s) requiring additional supports (S=Students)

Kindergarten	+3.8%	(13 students to 8 students)
Grade 1	+3.6%	(9 students to 4 students)
Grade 2	+2.8%	(5 students to 1 student)

CC3 – Change in number of students(s) requiring additional supports

	Regular Words	Irregular Words	Non Words
Grade 1	+2.2% (6s to 3s)	+1.4% (5s to 3s)	+1.5% (6s to 4s)
Grade 2	+0% (1s to 1s)	+1.3% (4s to 2s)	+3.1% (7s to 1s)
Grade 3	+1.3% (4s to 2s)	+3.9% (8s to 2s)	+3.2% (7s to 2s)

Report Card Stem : Reading – Change in number of students(s) requiring additional supports

Grade 1-3	+ 12.0%

Numeracy – Change in number of students(s) requiring additional supports

Kindergarten	+8.5% (14s to 3s)

Numeracy : Comparting Numbers– Change in number of students(s) requiring additional supports

Grade 1	+ 11.0 %	(19s to 3s)
Grade 2	+ 10.1 %	(19s to 4s)
Grade 3	+ 6.4 %	(11s to 1s)

Numeracy : Writing Numbers– Change in number of students(s) requiring additional supports

Grade 1	+ 4.2%	(11s to 5s)
Grade 2	+ 3.4%	(13s to 8s)
Grade 3	+ 5.1 %	(11s to 3s)

Numeracy : Number Line– Change in number of students(s) requiring additional supports

Grade 1	+ 5.5 %	(10s to 2s)
Grade 2	+ 12.9 %	(21s to 2s)
Grade 3	+ 3.3 %	(7s to 2s)

Numeracy : Addition– Change in number of students(s) requiring additional supports

Grade 1	+ 8.4 %	(16s to 4s)
Grade 2	+ 8.8 %	(16s to 3s)
Grade 3	+ 1.9 %	(4s to 1s)

Numeracy : Subtraction– Change in number of students(s) requiring additional supports

Grade 1	+ 29.9 %	(26s to 6s)
Grade 2	+ 5.4 %	(13s to 5s)
Grade 3	+ 3.9 %	(7s to 1s)

Numeracy : Ordering Numbers– Change in number of students(s) requiring additional supports

| Grade 2 | + 13.6 % | (26s to 6s) |
| Grade 3 | + 11.6 % | (19s to 1s) |

Numeracy : Equations– Change in number of students(s) requiring additional supports

| Grade 3 | + 9.7 % | (18s to 3s) |

Report Card Stem : Well-Being– Change in number of students(s) requiring additional supports

Grade 1-3	-3.4 %

Celebrations

- Students showed growth in all literacy and numeracy skills and concepts
- There were fewer students who were identified as "requiring additional support" initially compared to the 2023-2024 school year

Areas for Growth

- The only decrease in our data story is related to Well-Being on the Report Card stem. This decrease in students achieving a 4 is an area for improvement. The decrease was specifically found in Kindergarten and Grade 2 students. It is also closely related to respectful behavior during PE classes. Improved awareness and self- management will be a focus for the 2025-2026 school year.
- Although our students have continued to show improvement in all academic areas for literacy and numeracy, we want to ensure our students are using these skills to improve their encoding skills for writing as well as problem solving strategies for mathematics. Application of their skills and strategies will be a focus for the 2025-2026 school year.

Next Steps

- Targeted classroom consistency of Heggerty implementation for phonemic awareness through oral manipulation to support encoding strategies (Nicole Hoye to support classroom teachers in this practice).
- Teachers have identified their own personal goals to improve their literacy and numeracy teaching skills to support students at various stages of learning which will build personalized practice for teachers and personalized learning for students.
- Building on our TLC Character Education practice: along with discussing each character trait in detail as a class and creating class definitions, students will begin to reflect and share how they demonstrate specific character traits throughout different times and places within the building/school day. Ex. During PE, on the playground, in the classroom or on the bus, etc. This will hopefully create a stronger connection to showing respect to themselves and others to increase the Well- Being results.

.