Patrick Airlie 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 prioritize 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: Students' foundational skills in literacy will improve.
Outcome One: Student achievement in phonological awareness and decoding skills will improve.

Celebrations

- *Implementation of whole school, explicit, systematic and targeted literacy instruction resulting in an increase of students receiving a report card indicator of 3 across all grades in comparison to the previous school year in the stem, "reads to explore and understand*
- *Communication and collaboration amongst teachers, through Professional Learning Communities, resulted in being responsive to targeting word recognition development*
- *Grade 1 LeNS data reported 17.5% change, seeing less students requiring additional support from pre and post screener scores (Fall 26.92%-June 44.44%) and almost 30% increase in grade 2 (Fall 42.86%-June 70.70%)*
- *Grade 2 & 3 CC3 data for 2024-25 reports overall increases in students "not requiring additional support" in the literacy measures for the screener from Fall pretest and June posttest.*
- *Assessment analysis indicates improved phonemic awareness skills, specifically blending and segmenting skills.*

Areas for Growth

- *To improve areas of Phonological Awareness, specifically with syllables, rhyme/alliteration.*
- *For Grade 4-6 students, implement structured literacy programming to meet the very diverse student needs.*
- *Daily literacy invention provided to students who "need additional support" (NAR).*

Next Steps
- *Strengthen literacy intervention through flexible groups targeting phonemic awareness (sound) to the print correspondence.*
- *Moving from sound to manipulatives to print to tailor instruction to build foundational literacy skills resulting in transferring word work skills into decodable books*

Our first SDP goal focused on improving foundational literacy skills. This goal was identified through ongoing professional learning conversations with teaching staff centered on the analysis of variety of data sets underscoring the need to increase grade level reading achievement. Across all grade levels, reading was noted as a significant area of need. Improved phonological and decoding skills were required to positively impact student learning across all academic subjects. Many of our students continue to build their English language skills to best support their growth as a learner.

It was a priority to implement a systematic and explicit literacy program to build decoding skills and create consistent language across all grades. It was also important to implement a structure that supported intervention for our diverse reading population. This led us to implement a daily, school-wide literacy program, utilizing the UFLI resource to structure lessons for students learning phoneme/grapheme correspondence and morpheme work for more advanced learners. A daily structure with consistent classroom literacy routines was essential.

With the implementation of a focused literacy program, school-wide, we set the goal to improve students' letter sound recognition and decoding skills. Data sets included provincial tests for K-3 students (CC3, LeNS, RAN, PAST) as well as Grade 6 Provincial Achievement Test for English Language Arts and Literature Part B (reading comprehension). We also examined report card data for reading in the English Language Arts and Literature course.

For Provincial literacy tests, the LeNS tests letter recognition and phoneme (sounds), the CC3 tests student recognition of regular words, irregular words and non-words (nonsense words). Student scores on non-words assess their decoding skills, which match our SDP goal. The RAN tests automatic recognition and PAST measures phonological awareness.

By the end of the year, measurable growth in phonological awareness and decoding skills was evident in the following areas:

- A greater number of Grade 1, Grade 4 received a report card indicator of 4 within the English Language Arts and Literature (ELAL) strand "reads to explore and understand" in the 2024-2025 school year.
- Grades 1 to Grade 5 report card results indicated an increase of students achieving a report card indicator of 3 increased from the previous school year.

Report Card Stem for English Language Arts & Literature - Reads to Explore and Understand

	Grade 1 2023-24	Grade 1 2024-25	Grade 2 2023-24	Grade 2 2024-25	Grade 3 2023-24	Grade 3 2024-25	Grade 4 2023-24	Grade 4 2024-25	Grade 5 2023-24	Grade 5 2024-25	Grade 6 2023-24*	Grade 6 2024-25
Indicator of 1	11%	22%	16%	3%	16%	16%	11%	12%	0%	7%	n/a	3%
Indicator of 2	24%	19%	24%	30%	19%	13%	25%	9%	30%	28%	n/a	32%
Indicator of 3	18%	30%	19%	40%	16%	32%	19%	32%	33%	37%	n/a	32%
Indicator of 4	0%	7%	3%	0%	16%	8%	0%%	18%	6%	0%	n/a	5%

*Note: Patrick Airlie School did not have a grade 6 cohort in 2023-24.

- Provincial Screener (CC3) assessment noted less students required additional supports from the previous school year (2023-2024 to 2024-2025) as well as within school year data of the same cohort of student (Fall 2024 to Spring 2025) in the overall score. Greatest percentage point gains were noted in our Grade 2 cohort of students.

CC3 – Students not requiring additional support

	2023-24 Overall	2024-25 Overall (Pre)	2024-25 Overall (Post)
Grade 2	53.33%	61.90%	75%
Grade 3	37.04%	65.79%	69.44%

- ▪ Provincial Screener (LeNS) assessment noted less students requiring support from the previous school year, in both grade 1 and grade 2 cohorts.

LeNS – Students not requiring additional support

	2023-24 Overall	2024-25 (Pre)	2024-25 (Post)
Grade 1	52.27%	26.92%	44.44%
Grade 2	62.07%	42.86%	70.70%

Insights & Next Steps:

While continued progress is evident across all grades, decoding skills continue to be a priority. Further analysis of the CC3 assessment indicates students are not transferring decoding skills to unfamiliar words.

CC3 – Students not requiring additional support

	2023-24 Non-words	2024-25 Non-words (Pre)	2024-25 Non-words (Post)
Grade 2	53.33%	66.67%	60.53%
Grade 3	44.44%	63.75%	51.35%

It is evident that the structures and routines implemented must continue to see sustainable improvement. With systematic and explicit instruction moving from sound to manipulatives to print correspondence with the goal of transferring decoding skills for reading.

Goal Two: Students' sense of connection and belonging will increase.
Outcome One: Students' overall sense of belonging and connection, in our school community, will improve.

Celebrations

- *K-3 Well-being Survey (school-based) demonstrated a strong sense of belonging for students, with 86.5% reporting that they feel they belong at school, an increase of 0.2% from the previous year.*
- *The Alberta Education Assurance Measure Survey data reported that 94% of Grade 4-6 students feel welcome at school.*
- *The Alberta Education Assurance Measure Survey data reported that 84% of Grade 4-6 students feel they belong at school.*
- *The Alberta Education Assurance Measure Survey data reported an increase from 93% to 95% in Grade 4-6 students that feel their teachers care about them.*
- *The Alberta Education Assurance Measure Survey data reported an increase from 48% to 61% in Grade 4-6 students that felt students respect each other.*

Areas for Growth

- *Improving student sense of belonging in Grade 4-6. According to OurSCHOOL Survey data, male students reported a decreased sense of belonging from fall to spring 2024-25 (71% to 47%).*
- *Increasing leadership opportunities for all students to further build connection to a role in the school community.*

Next Step

- *Explicitly teaching SEL strategies for transferring into both instructional time and recess time.*
- *Strengthen whole school expectations through the development of common visuals and language to support inclusionary beliefs and actions.*
- *Provide opportunities for students to express their feelings when faced with adversity.*
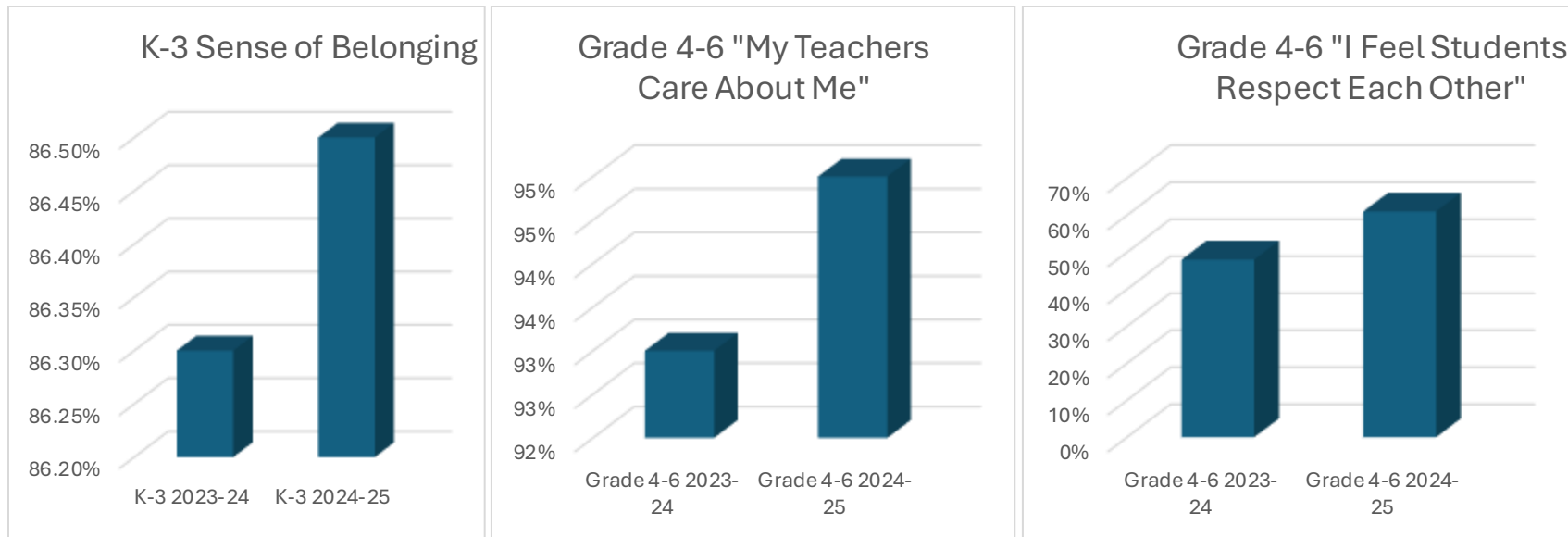
Our Data Story:

Our second SDP goal focused on well-being and an increased sense of belonging amongst our students. Staff analyzed data and identified connections and belonging as priorities in our school community. With a transient student population, it is essential that each student feels included and connected. Staff collaborated to find ways to develop connections through interactive learning opportunities, buddy activities, and leadership opportunities. We recognized that responsibility and peer interaction improve connection.

For this goal, our data sets included our school-based K-3 Well-being Survey, the OurSCHOOL Survey and the Alberta Education Assurance Measure Survey (AEAM). The OurSCHOOL and AEAM Surveys were completed with grade 4-6 students.

By the end of the year, measurable growth in a sense of belonging was evident in the following areas:

- Through our **K-3 Well-being Survey**, a light improvement was noted as 86.5% of students reported **"I feel like I belong at school"** during the 2024-25 school year, compared to 86.3% of students in the 2023-24.
- The **Alberta Education Assurance Measure Survey** reported that 82% of students in Grade 4-6 feel like they **belong at school** while 94% of students feel **welcome at school**.
- The **Alberta Education Assurance Measure Survey** data reported an increase from 93% to 95% in Grade 4-6 students that **feel their teachers care about them**.
- The **Alberta Education Assurance Measure Survey** data reported an increase from 48% to 61% in Grade 4-6 students that **felt students respect each other**.

K-3 Sense of Belonging

Grade 4-6 "My Teachers Care About Me"

Grade 4-6 "I Feel Students Respect Each Other"

Insights & Next Steps:

Examination of our data demonstrated significant inconsistencies between data sets. While it was noted in our K-3 Survey and AEAM survey that a strong sense of belonging was evident, the data from the OurSCHOOL Survey indicated lower levels of belonging.

- The **OurSCHOOL Survey** data reported that 57% of Grade 4 and 5 females felt a strong **sense of belonging** in fall 2024 increasing to 64% in spring 2025. For grade 6 females, the data reported 76% (fall 2024) and 75% (spring 2025) felt they belonged.
- For Grade 4 and 5 males, the **OurSCHOOL Survey** reported their **sense of belonging** decreased from 71% (Fall 2024) to 47% (Spring 2025) while Grade 6 males consistently reported that 69% felt a **sense of belonging** in both fall 2024 and spring 2025 surveys.

Moving forward, we recognize the need to maintain and improve our focus on connection and belonging while strengthening students' feelings of inclusion. This will be achieved through existing structures such as school-wide events and explicit SEL instruction centered on connection. To further support belonging and inclusion, we will continue to build teacher capacity to support student well-being. Through specific SEL instruction, staff will create safe places for conversation (i.e a sharing circle or classroom conversation space), model and support conversations focused on repairing and strengthening student relationships, support students to deepen their understanding of others' perspectives, recognize differences, and explore how diverse viewpoints can inform our actions and behaviors. Strengthening whole school expectations through the use of common visuals and language will allow students to further build inclusionary beliefs and actions.

Internal well-being data measures to support suitable and personalized responses will allow us to address student need and improve feelings of belonging, connection, and inclusion within our school community.

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	Patrick Airlie 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	84.0	87.4	85.1	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	76.5	76.0	79.2	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	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	15.4	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	91.9	97.5	95.8	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	85.5	84.5	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	84.8	86.4	85.8	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	75.6	75.7	77.7	80.0	79.5	79.1	Intermediate	Maintained	Acceptable