Canyon Meadows School

395 Canterbury Dr SW, Calgary, AB T2W 1J1 t | 403-777-8600 f | 587-933-9762 e | canyonmeadows@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: Student achievement in literacy and numeracy will improve.
Outcome One: Through the intentional design of effective formative assessment practices, students will improve in written communication, in grammatical accuracy in oral communication in Spanish and well-being.
Outcome Two: Through the intentional design of effective formative assessment practices, students will improve in procedural fluency and well-being.

Celebrations

- More students are achieving Good and Excellent levels in grammatical accuracy in oral communication in Spanish according to Report Card data: 71.6% in June 2025 from 69.6% in June 2024, and internal common assessment: SLA interactive speaking task: 52% in 2025 from 48% in 2024.
- Students' understanding and application of concepts related to numbers, patterns and algebra improved according to Report Card data: percentage of students achieving Good and Excellent increased to 76.6% in June 2025 from 73.3% in June 2024.
- More students are achieving Good and Excellent levels in writing to express information and ideas (gr.1 to 5), and in using early literacy strategies to explore and express ideas (Kindergarten) according to Report Card data: 66.5% in June 2025 from 61.7% in June 2024. In the internal common assessment: ELAL common writing task, more students are achieving Good and Excellent in content and organization: 52% in June 2025 - 46% in June 2024.
- Improved self-perception and metacognitive awareness: students increasingly reported knowing what to do next to improve their writing skills (CBE Survey: 2023-24 - 85.7% → 2024-25 - 89.9%).
- Stronger self-regulation: OurSchool Survey results show students' ability to use strategies to self-regulate improved from 68% in 2023-24 to 80% in 2024-25.

Areas for Growth

- Building students' abilities to plan and organize their ideas for writing to improve overall writing communication.
- Improving student procedural fluency to accurately, proficiently, and automatically recall procedures needed to solve math problems.
- Increase students' grammatical accuracy and fluency in oral communication in Spanish.
- Improving self-regulation.

Next Steps

- Provide ongoing actionable feedback that aligns with the learning intentions and success criteria in writing, oral Spanish and math procedural fluency for next steps for improvement.
- Explicit use of mentor texts, graphic organizers and genre structures to plan and organize ideas for writing.
- Use routines such as Number Talks, estimation routines and games connected to open-ended problems to develop mental math skills and automaticity.
- Design and implement Neurolinguistics Approach (NLA) Literacy Loops and use prompting feedback strategies to eliminate fossilized grammatical errors in oral Spanish.
- Model strategies for self-regulation and engage students with "The Learning Pit" to help them identify their learning strengths and areas for growth to increase competence and confidence in writing, oral communication in Spanish and math procedural fluency.
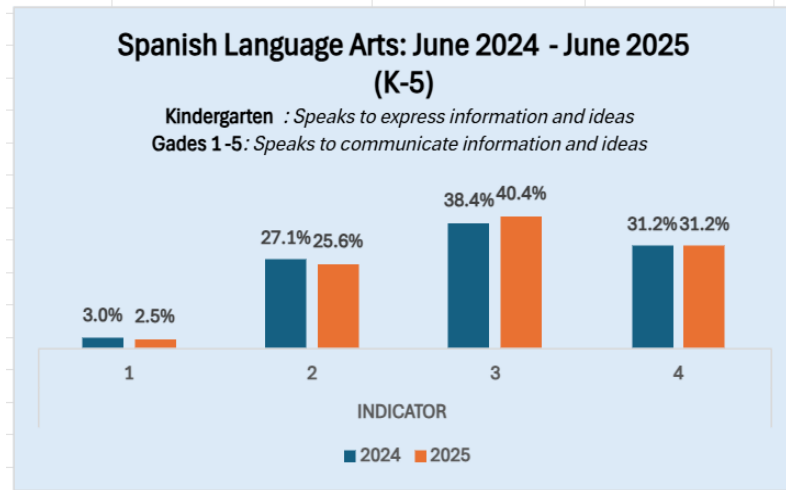
Our Data Story:

Canyon Meadows' 2024-2025 School Development Plan focused on the relationship between implementing effective formative assessment practices and identifying students' learning strengths and areas for growth, and self-regulation to increase competence and confidence in writing, improve oral communication in Spanish, procedural fluency in math, and well-being. Effective literacy and numeracy instruction requires students to engage in deliberate practice, attend closely to actionable feedback, and apply strategies independently; all of which depend on strong self-regulation skills. Through professional conversations, teachers noted that although many students were demonstrating an improvement in communicating in Spanish with accuracy, in accurately, proficiently and automatically recalling procedures needed to solve mathematics problems and in planning and organizing their ideas for writing, students are improving their writing skills at a slower pace. Additionally, teachers also noted that several students were often not using strategies to self-regulate.
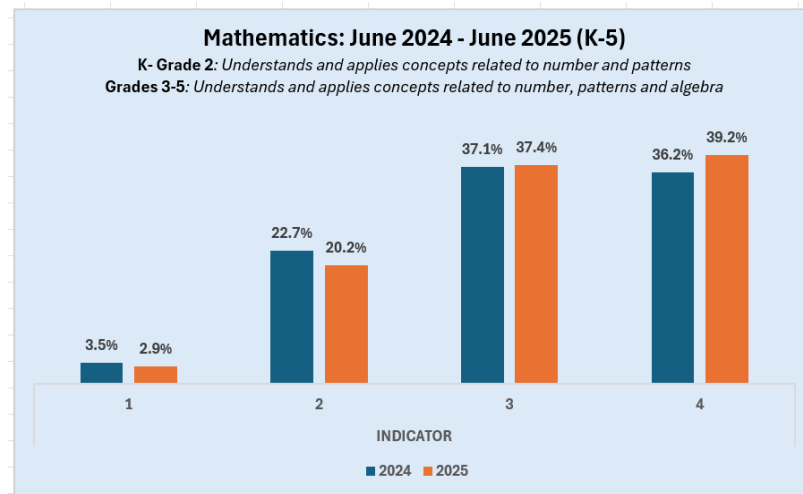
To address this, Professional Learning sessions throughout 2024-25 focused on CBE K-6 System Professional Learning: The Responsive Learning Cycle: Moving Learning Forward and the book study: Assessment- Specific focus on formative feedback (Dylan William, 2017) which identifies actionable feedback that aligns with the learning intentions and success criteria as critical to move learning forward. Furthermore, school-based Professional Learning (PL) sessions focused on modelling the implementation of Loose Parts and understanding The Writing Rope: The strands that are woven into skilled writing (Joan Sedita, 2022) to improve student writing skills. Also, PL sessions focused on the Neurolinguistics Approach Literacy Loop and math routines such as Number Talks. Number Talks provide a brief, daily opportunity for students to discuss, connect and develop their strategies for solving problems. PL sessions also addressed teaching social-emotional learning for self-regulation and the use of "The Learning Pit" to coach students in identifying their learning strengths and areas for growth.

Teachers collaborated in professional learning communities and team planning sessions to design and refine writing, oral practice (Spanish) and math activities embedding social-emotional learning and self-regulation. This work emphasized modeling actionable feedback, reflecting on small shifts that lead to big gains in learning ("The Learning Pit"), and identifying emotions and learning to use self-regulation strategies.
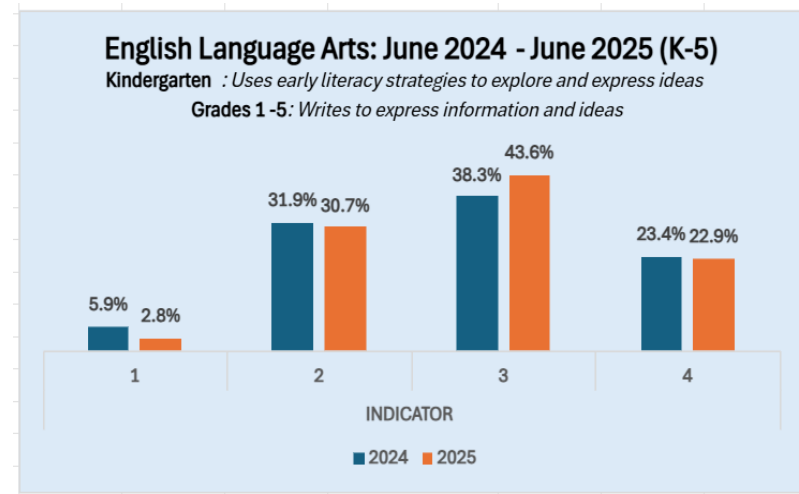
By the end of the year, measurable growth in oral communication with accuracy in Spanish, procedural fluency in math, and writing communication was evident in K to 5 students.

Spanish Language Arts: June 2024 - June 2025 (K-5)

Kindergarten : *Speaks to express information and ideas*
Gades 1-5: *Speaks to communicate information and ideas*

Indicator	2024	2025
1	3.0%	2.5%
2	27.1%	25.6%
3	38.4%	40.4%
4	31.2%	31.2%

INDICATOR

■ 2024 ■ 2025

• An increased percentage of K to 5 students demonstrated a Good and Excellent level in procedural fluency, Mathematics "Understands and applies concepts related to numbers and patterns (K to gr. 2), and algebra (gr. 3 to 5)": June 2025-76.6% - June 2024 73.3%.

Mathematics: June 2024 - June 2025 (K-5)

K- Grade 2: *Understands and applies concepts related to number and patterns*
Grades 3-5: *Understands and applies concepts related to number, patterns and algebra*

Indicator	2024	2025
1	3.5%	2.9%
2	22.7%	20.2%
3	37.1%	37.4%
4	36.2%	39.2%

INDICATOR

■ 2024 ■ 2025

• An increased percentage of K to 5 students demonstrated a Good and Excellent level in grammatical accuracy in oral communication, SLA "Speaks to communicate information and ideas": June 2025-71.6% - June 2024-69.6%.
• An increased percentage of students K to 5 demonstrated a Good and Excellent level in writing communication, ELAL "Writing to express information and ideas (gr.1 to 5)", and in "Using early literacy strategies to explore and express ideas (Kindergarten)": June 2025-66.5% - June 2024-61.7%.

English Language Arts: June 2024 - June 2025 (K-5)

Kindergarten : *Uses early literacy strategies to explore and express ideas*
Grades 1-5: *Writes to express information and ideas*

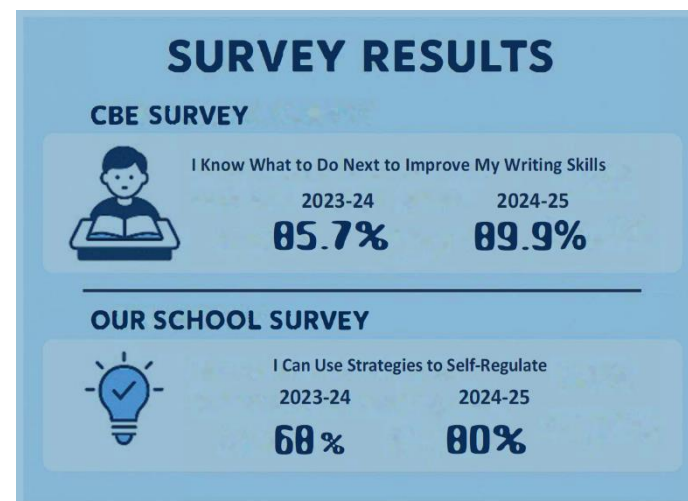| Indicator	2024	2025
1	5.9%	2.8%
2	31.9%	30.7%
3	38.3%	43.6%
4	23.4%	22.9%

INDICATOR

■ 2024 ■ 2025

• Number of students at risk in Numeracy Provincial Assessment decreased throughout 2024-25 (pre-test 64 students at-risk – post-test 38 students at-risk).

Growth in self-regulation was also reflected in student perception data:
• Students are increasingly confident in knowing what steps to take to improve their writing skills, as reflected in the CBE Student Survey, which rose from 85.7% in 2023-24 to 89.9% in 2024-25.

• Students' ability to use self-regulation strategies has strengthened significantly, with the OurSCHOOL Survey showing an increase from 68% in 2023-24 to 80% in 2024-25.

Insights and Next steps: While continued progress is evident and students' confidence in knowing what steps to take to improve their writing skills shows improvement as per CBE Student Survey results, it is evident that students are improving writing skills at a slower pace. June 2025 Report Card data shows that although the percentage of K to 5 students demonstrating a Good and Excellent level increased by 4.8 percentage points compared to June 2024, there has been greater growth in oral communication in Spanish and procedural fluency in mathematics.

Additionally, although mathematics Report Card data shows improvement in June 2025 compared to June 2024, and students achieving Excellent in the internal common assessment: problem solving task, increased by 6.7 percentage points from December 2024 to June 2025, CBE Student Survey Data shows that students' confidence in their ability to think deeply and slowly when solving mathematics problems declined from 100% in 2023-24 to 82.9% in 2024-25. This highlights the importance of engaging and relevant mathematics tasks; effective mathematics instruction needs to provide opportunities for students to build procedural fluency through conceptual understanding.

Together, these results suggest that while explicit instruction is supporting skill growth, students need richer opportunities to plan and organize their ideas for writing, and to accurately, proficiently, and automatically recall procedures needed to solve math problems (procedural fluency). As we move forward, Canyon Meadows' work will continue to explicitly engage students in Spanish oral language practice making the connection between oral language and written text through NLA Literacy Loops to improve grammatical accuracy. Consequently, students will continue to receive actionable feedback, to be explicitly engaged in the use of mentor texts, graphic organizers and genre structures to improve planning and organizing their ideas for writing, and in the use of routines such as Number Talks, estimation routines, and games connected to open-ended problems to improve procedural fluency.

SURVEY RESULTS

CBE SURVEY

I Know What to Do Next to Improve My Writing Skills

2023-24	2024-25
85.7%	89.9%

OUR SCHOOL SURVEY

I Can Use Strategies to Self-Regulate

2023-24	2024-25
68%	80%

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	Canyon Meadows 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	89.7	84.7	85.0	83.9	83.7	84.4	Very High	Improved	Excellent
	Citizenship	90.2	85.0	87.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	95.5	92.3	92.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.7	92.4	92.4	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	77.6	77.6	81.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	90.5	78.2	81.2	80.0	79.5	79.1	Very High	Improved	Excellent