


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

Scenic Acres School

School Address, Calgary, AB T3L 1T2 t | 403-777-6193 | scenicacresschool@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.

The 2024-25 school year marked the first year of our three-year plan, focusing on improving writing and building student resilience through CASEL integration.

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.

Overall School Data Story - Context

During the 2024–25 school year, Scenic Acres School focused on improving student achievement in writing and building resilience through social-emotional learning. Literacy work centered on strengthening feedback practices, success criteria, and daily writing opportunities to increase clarity, detail, and organization in student writing. Well-being efforts emphasized the CASEL competencies of Self-Awareness and Self-Management through the school-wide theme “*I Can Do Challenging Things*.” Students learned to recognize emotions, persist through difficulty, and take risks in learning. Assessment, perception, and observational data demonstrate growth in foundational literacy and student confidence, providing a strong foundation for Year 2 priorities in vocabulary development, writing organization, and the continued CASEL focus on Social Awareness and Relationship Skills through the school-wide theme “*Brave Like a Buffalo*.”

Goal One: Students’ achievement in literacy will improve.

Outcome One: Students’ written communication will improve through responsive feedback from teachers.

Data Story-Goal One: Literacy

Setup – Context and Intent

Scenic Acres School analyzed literacy data (LeNS, CC3, ELA stems) and found writing achievement slightly below reading by 1.4%. Fewer students achieved Excellence in writing. While reading confidence was high, students were less sure how to improve their writing and did not always receive detailed feedback. Teachers committed to building consistent writing expectations and feedback routines across grades

Conflict – Challenges and Gaps

Student work showed strength in basic conventions but uneven **organization and vocabulary**. Feedback structures varied by classroom, limiting student clarity on next steps. Younger learners required more modeling and guided practice, while upper-grade students needed strategies for elaboration and idea flow.

Resolution – Growth and Impact

Teachers focused on establishing clear **learning intentions and success criteria** for writing, using exemplars, feedback conferences, and daily writing practice. Students demonstrated improved stamina and independence, with writing prompt data showing gains in conventions and sentence variety. Teacher collaboration in PLCs produced greater alignment in marking and feedback. The next step for 2025–26 is to deepen vocabulary, paragraph structure, and feedback processes through *Patterns of Power* and *The Writing Rope* professional learning.

Figure 1. Provincial Universal Screeners – Foundational Literacy (2024–25)

<u>Assessment</u>	% Meeting Benchmark – Fall 2024	% Meeting Benchmark – June 2025*
Letter Name–Sound (LeNS)	6.35%	15.84%
Castles & Coltheart 3 (CC3)	4.95%	7.07%

June 2025 data reflects a smaller group of students who were re-assessed for progress. Percentages are not fully cohort-comparable but show early gains for students receiving targeted intervention.

Figure 2. Report Card Data – Reading and Writing Comparison (2024–25): Percentage of students receiving report card indicators 3 or 4.

ELA Stem	June 2024	June 2025	Change (pp)
Reads to explore, construct and extend understanding	67.47 %	71.95 %	+4.48 pp
Writes to develop, organize and express ideas	78.39 %	78.97 %	+0.58 pp

**June 2025 data reflects a smaller group of students who were re-assessed for progress. Percentages are not fully cohort-comparable but show early gains for students receiving targeted intervention.*

Figure 3. CBE Student Survey – Student Perceptions of Writing (May 2025)

Statement	% Agreeing
Reading helps me improve my writing	31 %

I want more opportunities to write	25 %
I get useful feedback to improve my writing	23 %
I need help proofreading my writing	12 %
I need help planning my writing	9 %

Students shared that feedback and writing volume are their biggest needs. This directly supports our focus on writing clarity, success criteria, and feedback cycles for 2025–26.

Summary-Goal One: Literacy

Celebrations

- Provincial literacy screeners showed strong foundational growth: **LeNS at-risk 14.6% → 10.4%** and **CC3 at-risk 12.5% → 8.4 %** between June 2023 and June 2024.
- School-wide writing prompts demonstrated progress in **punctuation, grammar, and sentence variety**, particularly in Grades 2–5.
- Teachers developed and applied **common success criteria and exemplars** for writing during PLCs to improve feedback consistency.
- Students reported increased **confidence in reading and writing**, with 94% knowing how to improve their reading and a smaller, but positive, rise in writing clarity.
- Classroom routines such as **daily writing, spelling/word work, and formative check-ins** increased stamina and independence.

Areas for Growth

- Only **20% of students** reported receiving specific feedback to improve their writing (CBE Student Survey).
- **Vocabulary development, paragraph organization, and idea elaboration** require targeted instruction.
- **Early writers (Grades 1–2)** need more scaffolds for planning and sequencing.
- Students require clearer **connections between reading and writing** to strengthen overall text cohesion.
- **Improved feedback** from teachers to students.

Next Steps

- Formalize a **6-week feedback cycle** where students co-construct criteria, apply peer/self-revision, and reflect on next steps.
- Continue to refine **calibration and common assessment practices** in PLCs using exemplars and moderation.
- Develop a **K–5 writing continuum** aligned to report-card indicators to support student goal setting.
- Expand **cross-curricular writing opportunities** that connect to Truth & Reconciliation and Well-Being themes (e.g., reflection writing, buddy journals, land-based writing).

Goal Two: Students will experience an increase in resilience.

Outcome One: Students' confidence will increase as teachers learn and apply Social Emotional Learning (SEL) strategies through the CASEL framework.

Data Story-Goal Two: Well Being

Setup – Context and Intent

In 2024–25, Scenic Acres School launched Year 1 of a three-year Well-Being goal aligned with the CASEL framework. The focus on **Self-Awareness and Self-Management** helped students learn to identify emotions, set goals, and persist through challenge. The theme *“I Can Do Challenging Things”* anchored school-wide language around effort, growth, and resilience.

Conflict – Challenges and Gaps

While students showed improvement in perseverance and emotion regulation, perception data from the Assurance Survey highlighted lower peer respect and rule-following. This suggested that students had developed confidence in themselves but needed additional support to transfer self-management skills into positive peer interactions. Teachers also noted variability in SEL routines and common language between classrooms.

Resolution – Growth and Impact

Through intentional CASEL instruction and weekly buddy activities guided by the Indigenous Education Holistic Lifelong Learning Framework, students strengthened self-awareness, confidence, and empathy. Teachers observed greater persistence in learning tasks and more students taking academic risks. These gains established the foundation for Year 2's **“Brave Like a Buffalo”** focus, which will expand CASEL learning to **Social Awareness and Relationship Skills**, deepening empathy, connection, and collective resilience across the school.

Figure 5. CBE Student Survey – Resilience Items (2024–25)

Indicator	% of Students Agreeing	Change from 2024
I can do challenging things	+10 pp	Improved Confidence
I keep trying even when it's hard	+10 pp	Improved Persistence
I have positive relationships with peers	+6 pp	Improved Connections
I feel a sense of belonging	–6 pp	Area for growth
I feel safe at school	–4 pp	Area for growth

Students reported notable increases in confidence, persistence, and peer connection during the “I Can Do Challenging Things” year. Slight declines in belonging and safety will guide next steps as the focus shifts to empathy and relationship skills in 2025–26.

Figure 6. Alberta Education Assurance Survey – Citizenship & WCRSLE Trends (2023 → 2025)

Measure	2024	2025	Trend
Citizenship (Overall Agreement)	87.7 %	91.2 %	Recovery
Welcoming, Caring, Respectful, Safe Learning Environment (WCRSLE)	88 %	90 %	Stable

Citizenship and school climate results remain strong and show recovery from the 2023–24 dip, reflecting improved respect, safety, and empathy through consistent SEL instruction.

Figure 7. Buddy Program Highlights (2024–25)

Focus Area	Examples of Impact
Peer Connection	Older students mentored younger peers through reading and SEL activities, building confidence and community.
Resilience Practice	Students worked collaboratively on “ <i>I Can Do Challenging Things</i> ” projects, celebrating effort and growth.
Sense of Belonging	Shared assemblies, gratitude circles, and daily check-ins strengthened relationships across grades.

Cross-age buddy activities supported confidence, perseverance, and connection. These experiences laid the foundation for Year 2's expanded focus on social awareness and relationship skills.

Summary-Goal Two: Well-Being

Celebrations

- Students demonstrated greater ability to **identify feelings, name emotions, and recognize personal strengths** through explicit instruction in CASEL competencies (Self-Awareness and Self-Management).
- Students used “**I Can Do Challenging Things**” language to reframe mistakes and persist when faced with difficult academic or social tasks.
- Teachers integrated **daily SEL routines and check-ins** to help students manage emotions and build confidence.
- **Buddy activities** grounded in the Indigenous Education Holistic Lifelong Learning Framework strengthened connections between older and younger students and supported belonging.
- Teacher reflection and observation indicated a noticeable increase in **student perseverance and willingness to take risks**.

Areas for Growth

- Assurance Survey data revealed a decline in students' perception that "most students respect each other" (87 % → 73 %) and "follow the rules" (74 % → 61 %).
- Students continue to need explicit opportunities to **practice empathy, cooperation, and conflict resolution**.
- Some classrooms need more consistent use of **shared SEL visuals and common language** to reinforce regulation strategies.
- Staff identified the need to intentionally link SEL learning to **peer interactions** and **collaborative tasks**.

Next Steps

- Transition to **Year 2 CASEL competencies: Social Awareness and Relationship Skills** under the school-wide theme "*Brave Like a Buffalo*."
- Embed **consistent SEL routines** (morning check-ins, gratitude reflections, emotion labeling) across classrooms.
- Introduce **restorative and problem-solving circles** to strengthen empathy and peer understanding.
- Continue professional learning in **CASEL integration, trauma-informed practice, and brain-based self-regulation**.
- Deepen land-based and Indigenous learning connections to explore **bravery, belonging, and 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	Scenic Acres 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	85.7	87.1	84.0	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	93.5	89.0	86.4	79.8	79.4	80.4	Very High	Improved	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	96.2	94.7	95.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	94.4	90.5	91.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	85.9	80.6	83.1	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	90.3	78.1	82.0	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes: