



## Abbeydale School

320 Abergale Dr NE, Calgary, AB T2A 6W2 t | 403-777-6970 f | 587-933-9702 e | [Abbeydale@cbe.ab.ca](mailto:Abbeydale@cbe.ab.ca)

# School Improvement Results Reporting | For the 2024-25 School Year

### 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

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.

## School Goals

**Goal One:** Student Achievement in Literacy and Mathematics will improve.

**Outcome One:** *Student Vocabulary in writing will improve by receiving responsive feedback regarding next steps.*

**Outcome Two:** *Student Achievement in Number Sense will improve by receiving responsive feedback regarding next steps.*

### Celebrations

- Teacher learning translated into classroom impact: 100% of teachers reported increased confidence and improved practice in writing instruction through PLC work.
- Improved student writing outcomes: Report card data shows growth, with students achieving at “Good” or “Excellent” levels rising from 22% to 29%, and those at “Not Meeting” or “Basic” levels decreasing from 56% to 52%.
- Early literacy interventions showing results: Both LeNS and CC3 assessments demonstrate a reduction in students requiring additional support across Grades 1–4.
- Numeracy growth evident in upper grades: Grades 5 and 6 demonstrated a significant 18% improvement in results on locally developed numeracy assessments.
- Positive shifts in math understanding: Schoolwide report card data in Number and Patterns shows students achieving at “Good” or “Excellent” increasing from 45% to 51%.

### Areas for Growth

- Grade 6 PAT results indicate continued need for support: Only 37% of students met the acceptable standard in ELAL Writing, and 18% in Mathematics.
- Early literacy and numeracy progress uneven across grades: While some cohorts showed strong growth, others (e.g., Grade 2 LeNS, Grade 3 Numeracy) continued to show higher proportions of students needing targeted support.
- Writing excellence remains limited: Only 5% of students achieved “Excellent” on the writing report card stem, suggesting a need to extend learning for higher achieving students.
- Vocabulary development for upper grades: Core Vocabulary data shows little improvement at the benchmark level for Grades 4 and 6, indicating a need for intervention and intentional teaching around academic language.

### Next Steps

- Deepen targeted instruction in writing: Focus PLC work on feedback, vocabulary, sentence fluency, and elaboration strategies to help students move from “basic” to “good/excellent” levels in writing.
- Strengthen numeracy fluency and reasoning: Implement daily number talks and flexible grouping in all grades to build conceptual understanding and confidence and targeted support.
- Enhance academic vocabulary instruction: Use consistent, schoolwide vocabulary strategies across subjects to support comprehension and precision in both writing and mathematics.
- Monitor growth: Track student progress from early years through upper grades using common assessments to ensure sustained literacy and numeracy improvement.
- Leverage teacher collaboration: Continue work in PLCs to align strategies, share exemplars, and celebrate instructional successes.

## Our Data Story

The 2024-25 School Development Plan at Abbeydale School focused on improving student achievement in literacy, particularly writing, and numeracy through intentional instruction, collaborative professional learning, and actionable feedback practices. Central to this work was a commitment to ensuring that all students, including English Language Learners and learners requiring additional support and accommodations, could clearly express their thinking and apply strategies to strengthen foundational literacy and numeracy skills.

Professional Learning Communities (PLCs) were the cornerstone of instructional growth. Teachers engaged in cycles of inquiry to refine writing instruction, co-develop exemplars, and align assessment practices. Through peer observation, shared analysis of student work, and collaborative planning, staff built greater consistency in instructional approaches. As a result, **100% of teachers reported increased confidence and improved practice in teaching writing effectively.**

Student learning data demonstrated tangible gains in literacy. Schoolwide report card results in the writing stem showed growth, with students achieving at the “Good” or “Excellent” levels increasing from 22% to 29%, while those at “Not Meeting” or “Basic” decreased from 56% to 52%. Early literacy assessments supported these findings: both LeNS and CC3 data reflected reductions in the number of students requiring additional support, particularly in Grades 1-4. These trends indicate that early, targeted intervention and consistent feedback are improving foundational literacy outcomes.

While school-based data reveal positive progress, Provincial Achievement Test (PAT) results suggest the need for continued support in skill transfer and depth of understanding. Only 37% of Grade 6 students achieved the acceptable standard in ELAL (Writing), and 18% met the acceptable standard in Mathematics.

In regards to Numeracy scores, Grades 5 and 6 demonstrated a significant 18% improvement on locally developed numeracy assessments, reflecting strengthened reasoning and procedural fluency. Report card data for the Number and Patterns stems

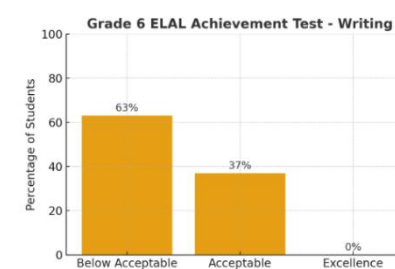
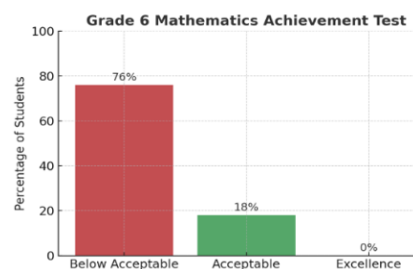


**Report Card |  
Number and Patterns Stem  
(Whole School)**

Indicator	25-Jan	25-Jun
1	16%	19%
2	28%	20%
3	37%	31%
4	8%	20%

**Report Card |  
Writing Stem  
(Whole School)**

Indicator	Jan-25	Jun-25
1	26%	25%
2	30%	27%
3	21%	24%
4	1%	5%



mirrored this progress: the proportion of students achieving at “Good” or “Excellent” increased from 45% to 51%. Early Years Numeracy results showed similar improvements, with more students demonstrating grade-level readiness by June.

Writing at the “Excellent” level remains limited (5%), and vocabulary development, particularly in upper grades, did not significantly improve according to Core Vocabulary data. These findings underscore the importance of continued focus on elaboration, fluency, and academic language to strengthen both writing and number fluency.

Locally Developed 5 and 6 Numeracy Assessment			
Grade Level	Fall /23	Spring /23	Percent Improvement
Grade 5	51% Average	69% Average	18%
Grade 6	46% Average	64% Average	18%

### Insights and Next Steps

Abbeydale School’s data tell a story of meaningful teacher learning translating into student growth. Focused professional collaboration and intentional feedback have strengthened writing instruction and contributed to measurable literacy and numeracy gains. Moving forward, this work will deepen to address uneven progress across grades and to expand student achievement at the highest levels.

Deepen targeted instruction in writing: PLCs will continue to focus on feedback practices that support sentence fluency, elaboration, and precision, helping students move from “basic” to “good” and “excellent” levels of achievement.

Strengthen numeracy fluency and reasoning: Teachers will implement daily Number Talks and flexible grouping to promote mathematical discourse, conceptual understanding, and confidence in problem-solving.

Enhance academic vocabulary instruction: Consistent, schoolwide strategies will be used across subjects to support comprehension and precision in both written and mathematical communication.

Monitor longitudinal growth: Common assessments and ongoing tracking from early literacy and numeracy through upper grades will ensure sustained progress and timely intervention.

Leverage teacher collaboration: Cross-grade PLCs will continue to align instructional strategies, share exemplars, and celebrate effective practice to maintain professional momentum.

By maintaining its focus on collaborative professional learning, feedback for growth, and consistent instructional clarity, Abbeydale School will continue to nurture confident, capable writers and mathematicians who can articulate their thinking and apply their learning across contexts.

# 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	Abbeydale 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	89.5	91.5	85.4	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	75.5	83.1	82.1	79.8	79.4	80.4	Intermediate	Declined	Issue
	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	93.5	95.0	91.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.4	87.2	86.9	84.4	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	77.5	87.7	84.4	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	73.6	91.8	82.6	80.0	79.5	79.1	Low	Maintained	Issue