Buchanan 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 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: Student achievement in literacy will improve

Outcome One: Students' writing achievement will improve through formative assessment

Outcome Two: Student's achievement in literacy will improve through the implementation of culturally relevant and responsive pedagogy

Our Data Story

Buchanan School is a vibrant K–6 community that embodies the rich tapestry of our diverse neighborhood. We have one kindergarten class, three grade 1–2 classes, one class at each of grades 3, 4, 5, and 6, and two enhanced educational support classes. Buchanan has a strong foundation of students who view themselves positively as learners; however, we recognize the need for continued growth. As we look to data from the previous school year to guide us forward, Buchanan School will focus, in alignment with the CBE Education Plan, on learning excellence, well-being, truth and reconciliation, diversity, and inclusion.

Students are demonstrating growth in writing achievement, confidence, and engagement, supported by a strong culture of meaningful feedback and culturally responsive instructional practices. Indigenous students are showing particularly positive academic progress, indicating that our equity-focused strategies are making an impact. While continued work is needed to increase the number of students meeting and exceeding grade-level expectations, our foundations are strong. Moving forward, we will further strengthen writing instruction, deepen the quality of feedback, and expand opportunities for student voice, identity expression, and belonging.

<u>Outcome One: Students' writing achievement will improve through formative assessment.</u>

Celebrations:
1. Strong Culture of Feedback
- Data: 23.4% *Strongly Agree* + 61.7% *Agree* that they receive feedback on their work.
- Celebration: Over 85% of students feel they receive meaningful feedback as part of their learning process.
- Why it matters: This reflects effective formative assessment practices and a classroom culture where feedback is consistent and valued.

2. Growth in Writing Achievement

- Data: 77.8% of Buchanan students achieved the *Acceptable Standard* on the June 2025 PAT Writing, compared to 65% in 2024.
- Celebration: This represents a significant year-over-year increase of nearly 13 percentage points, showing strong improvement in students' writing skills.
- Why it matters: Growth in writing suggests that classroom instruction, targeted interventions, and feedback practices are effectively supporting students in developing clearer, more organized written communication — a foundational skill for success across all subject areas.

3. High Confidence in Writing Skills

- Data: 38.3% *Strongly Agree* + 53.19% *Agree* that they have the writing skills needed in everyday life.
- Celebration: More than 9 in 10 students feel confident in their ability to write for real-world purposes.
- Why it matters: Demonstrates strong literacy instruction and students' belief in their skill transfer beyond the classroom.

4. Positive Outcomes for Indigenous Students

- Data: Indigenous cohort shows fewer 1s, equal 2s, and significantly higher 3s compared to the general population.
- Celebration: Indicates strong academic growth and engagement among Indigenous learners.
- Why it matters: Suggests that equity strategies and culturally responsive practices are having a measurable, positive impact.

Areas of Need

1. Overall Achievement – High Proportion of 1s and 2s

- Data: 49.67% of students received an Indicator 1 or 2.
- Area of Need: Nearly half of students are not yet consistently meeting grade-level expectations.
- Why it matters: Indicates a need for focused instructional strategies to build comprehension, critical thinking, and writing proficiency.

2. Limited Number of Students at Proficiency (3s and 4s)

- Data: Fewer 3s and 4s compared to the area and board.
- Area of Need: While students are approaching outcomes, fewer are achieving at or above grade-level proficiency.
- Why it matters: Suggests that instruction may need deeper differentiation and enrichment to support mastery-level learning.

3. Moderate Student Interest in Language Arts
- Data: 54.69% report that language arts is interesting to them.
- Celebration: Over half of students are engaged with the subject matter.
- Why it matters: Reflects a solid foundation for engagement that can be deepened through continued innovation and student voice.

4. Student Engagement in Language Arts
- Data: Only 54.69% find language arts interesting.
- Area of Need: Almost half of students are not fully engaged.
- Why it matters: Engagement directly influences achievement; increasing relevance, choice, and authentic learning opportunities could raise both interest and performance.

Next Steps: *Plan writing intentionally. Provide meaningful feedback. Design learning that is relevant, responsive, and rooted in student voice.*

1. Strengthen Overall Writing Achievement
- Collaboratively plan writing instruction using shared lesson structures, exemplars, and success criteria (PLC Focus)
- Provide targeted small-group instruction for students at Indicators 1 and 2, focusing on sentence construction, idea development, and organization.

2. Increase the Quality and Impact of Feedback
- Establish consistent feedback routines
- Incorporate peer and self-assessment using clear rubrics so students understand what proficiency looks like.
- Use writing conferences to guide individual next steps and track growth.

3. Deepen Engagement Through Culturally Relevant and Responsive Instruction
- Offer choice in texts and writing topics to reflect students' cultural backgrounds, identities, and lived experiences.
- Use authentic, real-world communication tasks that allow students to share their voice and perspective.
- Design collaborative discussion structures that invite students to connect learning to their community, values, and world.

<u>Outcome Two: Student's achievement in literacy will improve through the implementation of culturally relevant and responsive pedagogy.</u>

Celebrations

1. Strong Understanding of Allyship and Inclusion
- Data: *90.91%* of students agree that they are allies to people who look, behave, speak, or identify differently than them.
- Celebration: Demonstrates a deep culture of empathy, respect, and inclusion among students.
- Why it matters: Students are not only aware of diversity but see themselves as active supporters of others — a strong indicator of positive school climate and social-emotional learning success.

2. High Awareness of Indigenous Perspectives
- Data: *95.65%* agree that they learn about Indigenous ways of being, belonging, doing, and knowing.
- Celebration: Reflects strong integration of Indigenous education within the curriculum and school culture.
- Why it matters: This shows meaningful progress in advancing Truth and Reconciliation priorities and ensuring students see Indigenous perspectives as part of everyday learning.

3. Cultural Representation in the School
- Data: *77.27%* of students see their culture reflected in their school.
- Celebration: The majority of students feel recognized and represented within the school environment.
- Why it matters: Representation supports identity development, belonging, and engagement — especially in diverse school communities.

4. Culturally Relevant and Responsive Practices

All teachers demonstrated growth (0.5–2.5 points) across all indicators, showing strong progress in implementing culturally responsive and inclusive practices. Teachers are using more varied instructional methods, increasing student voice, and ensuring classroom materials better reflect students' identities. Growth in embedding social justice themes (anti-racism, anti-sexism, anti-ableism, anti-homophobia) highlights deepening critical thinking and equity awareness.

Next Steps: Focus on consistent implementation across classrooms, sustaining equity-focused instruction, and further empowering students as co-creators in learning.

Areas of Need

1. Sense of Belonging for All Students
- Data: *24.44%* of students disagree or strongly disagree that their school makes them feel like they belong.
- Area of Need: Nearly 1 in 4 students do not feel a strong sense of belonging at school.
- Why it matters: While representation and inclusion appear strong, a notable group of students still feel disconnected. Belonging is foundational to well-being and academic success — this gap suggests some students are not fully included socially or emotionally, despite positive inclusion values.

2. Bridging Representation to Personal Connection
- Data: 77% see their culture reflected → representation is present. Yet 24% still do not feel they belong → representation alone isn't enough.
- Area of Need: Move from visible representation to active inclusion — creating spaces where all students' identities are not only seen but valued and connected to relationships and learning.

Next Steps: Design learning that is relevant, responsive, and rooted in student voice.

1. Strengthen Sense of Belonging for All Students
- Create intentional relationship-building routines (e.g., daily check-ins, circles, advisory/community blocks).
- Ensure every student has a "go-to adult" who checks in regularly — track to confirm no student is missed.
- Increase opportunities for peer connection through cooperative learning, clubs, and mixed-group activities that broaden social circles.

2. Continue to weave together culturally relevant and responsive practices with the Holistic Lifelong Learning Framework.
- Use culturally relevant and responsive instructional practices that invite students to share stories, perspectives, and identities in meaningful ways.
- Incorporate student voice in decision-making (e.g., student advisory council, feedback sessions on school climate).
- Center student identity in learning, dialogue, and classroom community norms.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 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.

Required Alberta Education Assurance Measures - Overall Summary
Spring 2025

School: 9207 Buchanan School

Assurance Domain	Measure	Buchanan 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	81.8	85.3	81.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	85.1	80.5	76.8	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	46.7	44.5	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	0.0	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	90.8	88.4	87.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.5	83.5	79.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	84.7	74.2	75.3	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	90.9	86.1	81.9	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes: