



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

Buchanan School

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School Improvement Results Reporting| 2023-24

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Our School Focused on Improving

- Phonics and Decoding Skills
- Conceptual understanding of number
- Relationships (develop and maintain healthy relationships with self and others)

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey / Our School Survey results as well as teacher perceptions, that students required support resolving conflicts with peers. Students required support building positive relationships with each other.

	What we did?	Why we did it?
Literacy	Focus was on phonics and decoding, because students required these skills so that they could progress in their overall literacy achievement. We put these structures and processes into place: • Collaborative Response to routinely gather and review student literacy data and evidence, school wide continuums of support in literacy and take actions that improve student reading skills • Thursday Team Planning meetings to action continuum of supports identified in the Tuesday Team Meetings • Creating and consistently revisiting the Class Review document, which identifies class learning goals, strengths and stretches • Following the case-consult process when conducting individual parent meetings about student literacy progress	The data guided us to this focus. It revealed gaps in students' abilities to use what they know about symbols and patterns to decipher unfamiliar texts and messages. To enable students to recognize words accurately and independently. By applying phonics knowledge, students can decode unfamiliar words, expanding their word-recognition abilities. Phonics instruction gives students the tools to recognize and understand the relationship between letters and sounds. Decoding skills allow students to apply this knowledge to reading words accurately and independently. When teachers explicitly teach phonics and reinforce decoding skills, they set students up to engage with the unfamiliar, expand their vocabularies, and become confident and curious readers.

	• Professional Learning Plan • School Data Plan • Professional Learning Communities / Sprints • Book Study • Gradual Release of Responsibility • Sound walls • Sequential Phonics Instruction • Decodable Books Collection • Literacy Routines • Whole Class, small group and intervention • Formative & Summative Assessment • Timetabling to provide dedicated time for daily word work, reading and writing • Timetabling to provide Coaching and Mentorship opportunities for staff to observe and provide feedback to each other to improve literacy instruction • Flexible grouping to provide targeted support • Words Their Way • Dandelion Decodable Books • Heggerty and UFLI Phonological Awareness Programs	
Numeracy	Focus was on conceptual understanding of numbers, specifically operations, because students required these skills so that they could progress in their overall numeracy achievement. We put these structures and processes into place:	Student achievement data collected on the province-wide Numeracy Screening Assessment, Report Card and school based Measures indicated that this was an area of growth for us. We felt that focusing on improving students' conceptual understanding in subtraction, multiplication and division would improve their skills in applying and adapting prior knowledge

	• Collaborative Response to identify students at risk in numeracy to provide additional support • Flexible grouping to provide targeted support CBE Learning Excellence Create strong student achievement and well-being for lifelong success ▪ Students achieve excellence in literacy ▪ Students achieve excellence in mathematics ▪ Students who self-identify as Indigenous are supported to experience improved achievement and well-being ▪ Students access learning opportunities and supports that address their diverse learning needs and wellbeing Updated September 5, 2023 Page 16 of 21 • Opportunities for teachers to observe and provide feedback to each other when teaching mathematics lessons using the Mathematics Look For Checklist • Professional Learning Communities / Learning sprints • All students have consistent access to various manipulatives • Intentional use of spaced practice, providing students with a variety of tasks for deliberate practice • Math word/concept wall	to new tasks, in effect making math applicable beyond solving just a single math problem.
Well-Being	Focus was on working to improve our students' skills in developing and maintaining healthy relationships with self, others and the land.	The data collected from the OurSchool survey and CBE report card in Wellness indicated student growth in developing and maintaining healthy relationships. We felt that there was

	We put these structures and processes into place: Collaborative Response to identify students at risk to provide additional support • Collaboration with OT / PT in task and classroom design • Opportunities for students to learn on Field Trips, Community Walks, and with Indigenous Elders and Knowledge Keepers • Opportunities for students to participate and demonstrate leadership during school assemblies and as members of the Student advisory / leadership council and Student Wellness Action Team • Opportunities to learn with and from Indigenous Elders throughout the school year • A school timetable that provides daily physical education and wellness classes for all students • Professional Learning Community / Learning Sprints	room for improvement and hence was an area of focus again in the school development plan.
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What We Measured and Heard

Example

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Changes in not at-risk population

	October 2023	June 2024	Improvement
Grade 1	48.15 %	74.05 %	+25.9 %
Grade 2	63.16 %	81.67 %	+18.51 %

CC3 – Changes in not at-risk population

	Regular Words			Irregular Words			Non-Words		
	October 2023	June 2024	Improvement	October 2023	June 2024	Improvement	October 2023	June 2024	Improvement
Grade 1	51.85%	92.59%	+40.74%	33.33%	74.07%	+40.74%	48.15%	100%	+51.85%
Grade 2	55.56%	94.44%	+38.88%	50%	83.33%	+33.33%	61.11%	84.62%	+23.51%
Grade 3	76.19%	95.14%	+19.04%	80.95%	99.99%	+19.04%	76.19%	99.19%	+23%

Numeracy – Changes in not at-risk population

	Pre-test Not-at-Risk	Post test Not-at-Risk	Improvement
Grade 1	60.8%	80.9%	+20.1%
Grade 2	73.68%	100%	+26.32%
Grade 3	76.1%	92.3%	+16.2%

We used Report Card Data in English Language Arts, outcome stem “Reads to Explore and Understand” to measure growth in literacy skills. We noted that in grades 1 to 6 levels there was a decrease in the percentage of students scoring a 1 (not meeting), or scoring a 2 (demonstrating a basic understanding of skills) when we compared January 2024 to June 2024 Report Card data.

Report Card Data – ELA; Reads to Explore and Understand

	January 2024	June 2024	Improvement
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% of students scoring a 1 (not meeting) or 2 (basic understanding)	23.2 %	18.1 %	Decreased 5.1 %
% of students demonstrating good or excellent skills	24.8 %	33.9 %	Increased 9.1 %

We used Report Card Data in Mathematics, outcome stem “Understands and applies concepts related to number, patterns, (and algebra)” to measure growth in numeracy skills. We noted that in grades 1 to 6 there was a decrease in the percentage of students scoring a 1 (not meeting) or scoring a 2 (demonstrating a basic understanding of skills, when we compared January 2024 to June 2024 report card data.

Report Card Data – Math; Understands and applies concepts related to number, patterns and algebra

	January 2024	June 2024	Improvement
% of students scoring a 1 (not meeting) or 2 (basic understanding)	21.9 %	17.8 %	Decreased 4.1 %
% of students demonstrating good or excellent skills	25.9 %	34.4 %	Increased 8.4 %

We used Report Card Data in Physical Education and Wellness stem “demonstrates skills to support the well-being of self and others” to measure growth in building and maintaining healthy relationships with self and others. We noted that in all grade levels there was a decrease in the percentage of students scoring a 1 (not meeting), or scoring a 2 (demonstrating a basic understanding of skills when we compared January 2024 to June 2024 report cards data.

Report Card – Well-Being; Demonstrates skills to support the well-being of self and others

	January 2024	June 2024	Improvement
% of students scoring a 1 (not meeting) or 2 (basic understanding)	23 %	14.2 %	Decreased 8.8 %
% of students demonstrating good or excellent skills	23.8 %	38 %	Increased 14.2 %

We used AFRS data in kindergarten to measure growth in early literacy and we noted that there was an increase in the percentage of students who scored “Mastered” in Phonics and in Phonological Awareness when we compared Pre and Post tests in January 2024 and May 2024.

AFRS- Kindergarten

	January 2024	May 2024	Improvement
% of students who received Mastered in Phonics	28.57%	64.28%	+35.71%
% of students who received Mastered in Phonological Awareness	10.71%	42.85%	+32.14%

Data collected from OurSchool Survey indicated that 80% of students in grades 4,5&6 agreed with the statement that they have positive relationships at school.

Our School Survey; Students with positive relationships at school

October 2023		May 2024	
Grade 4	77 %	Grade 4	80 %
Grades 5-6	86 %	Grades 5-6	80 %

Along with improvements on these standardized assessments, we also noticed an improvement in students’ perception on the CBE Student Survey from grade 3 (Spring 2023) to grade 4 (Spring 2024) in relation to their ability to understand what they read, and also in relation to their knowledge of strategies to use when feeling stressed at school.

CBE Student Survey

Grade 3 (2023)		Grade 4 (2024)		Improvement
I understand what I read	77.47%	I can understand and make sense of what I read	100%	+22.53%
I know what to do when I feel sad or worried at school	86.67%	I have strategies to help myself that I use if I feel stressed at school	91.67%	+5%

We also used EAL Benchmarks data and compared students' achievement between their entry language proficiency level (E1) and June level (Y1) to measure growth in language proficiency in the reading strand. We noticed that 41.37% of EAL students had an increase of one proficiency level in the reading strand in 2023-24.

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents that agree that students have access to supports and services at school, and when asked, they indicated overall that their reluctant readers are more positive about reading at home than they have been in the past.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
LeNS, CC3 and Numeracy Assessment data indicate that there has been a significant decrease in the percentage of students in the at-risk category at each grade (1-3). CBE Students Survey data collected indicates that students have high confidence in their ability to understand what they read. Report Card Data collected in English Language Arts indicate that there has been improvement in students' reading skills. Report Card Data collected in Mathematics indicate that there has been improvement	- Students' phonological awareness and decoding skills have improved - Students' numeracy skills and understanding of number operations have improved - Students' perception and confidence in their ability to understand what they read has improved - Students' skills in developing and maintaining healthy relationships have improved - Teachers ability to use decodable texts to provide targeted reading and phonics intervention improved - Parents are more satisfied with the supports and services available at	- Incorporate decodable texts into daily literacy practice - Provide targeted intervention for students at all grade levels in phonics and word parts to improve decoding and comprehension - Connect conceptual understanding to procedural fluency in mathematics - Provide English language intervention for LP1 and LP2 EAL students at all grade levels - Improve the use of the collaborative response model to support student learning in literacy, math and wellness

in students' perceptual understanding of number and number operations. Report Card Data collected in Physical Education and Wellness indicate that there has been improvement in students' skills in supporting the wellbeing of self and others. OurSchool Survey data collected from students indicates a good sense of having positive relationships at school. In addition to student data, parents have also reported that they are feeling more confident that support is available at the school level and that their students are more engaged in reading activities at home. EAL Benchmark data collected in the reading strand indicates that 52% of EAL students made limited progress in reading.	the school and with the quality of education provided	▪ Increase the opportunities for students to build positive and strong relationships across all grade levels ▪ Increase the opportunities for students to learn about other cultures
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



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	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	85.3	75.6	80.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.5	73.3	74.9	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	46.7	42.3	42.3	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.4	85.4	86.7	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.5	75.3	78.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.2	72.3	75.9	79.9	80.6	81.1	n/a	Maintained	n/a

Governance	Parental Involvement	86.1	74.2	79.8	79.5	79.1	78.9	Very High	Maintained	Excellent
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