Haysboro 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: Through intentional design of the learning environment, student achievement will improve.

Celebrations

- *Early Years Assessments showed the following changes:*
    - *LeNS: Students requiring additional support decreased from 34.25% (Sept. 2024/Jan. 2025) to 9.33% (June 2025)*
    - *CC3: Students requiring additional support decreased from 23.36% (Sept. 2024/Jan. 2025) to 11.71% (June 2025)*
- *Almost 50% reduction in the number of EAL students requiring an ELL indicator on the end of the year report card (received a 1-4 on the second report card)*
- *Improvement in the CBE and OurSCHOOL around writing, self-regulation and visibility of student culture*
    - *Overall agreement with "I am a good (competent) writer increased from 77.36% to 80.36%*
    - *Positive self-regulation increased from 77% to 80%*
    - *I can see my culture reflected in my school increased from 70.8% to 87.5%*

Areas for Growth

- *Improving student connection and engagement with a variety of texts, with varying complexity, across disciplines.*
- *Improving student confidence in the ability to write competently, and the next steps associated with improving their writing through processes and conventions.*
- *Improving student awareness of Self-Regulation and Anxiety management strategies.*
- *Improving student understanding of their roles and agency around "Belonging" in a school context.*

Next Steps

- *6-8 week, small group, reading instruction and assessment cycles for all students supported by selected assessments from the Reading Assessment Decision Tree. This process will include exposure to various genres of text over time.*
- *Utilizing formative feedback processes based on visible success criteria.*
- *Provide regular opportunities for students to mix and engage in a variety of activities that support student connection and learning around the CASEL (Collaborative for Academic Social Emotional Learning) framework.*

Our Data Story:

The 2024–2025 School Development Plan at Haysboro School focused on improving literacy achievement by enhancing the learning environment. Analysis of last year's results showed growth in several literacy measures and highlighted the positive impact of clearly communicating learning goals throughout learning cycles.

Teachers participated in Professional Learning Cycles and Team Planning, which strengthened their ability to align tasks, learning intentions, and assessments with curriculum outcomes. This work helped them create targeted learning groups and give students a clear understanding of what they were learning and how to demonstrate success.

We tracked teacher progress in two areas: Understanding/Competency and Frequency of Application of these strategies. Growth was evident across all measures, with every staff member moving beyond the "Beginning" level to "Developing" or "Strong" by year's end.


Writes to Express
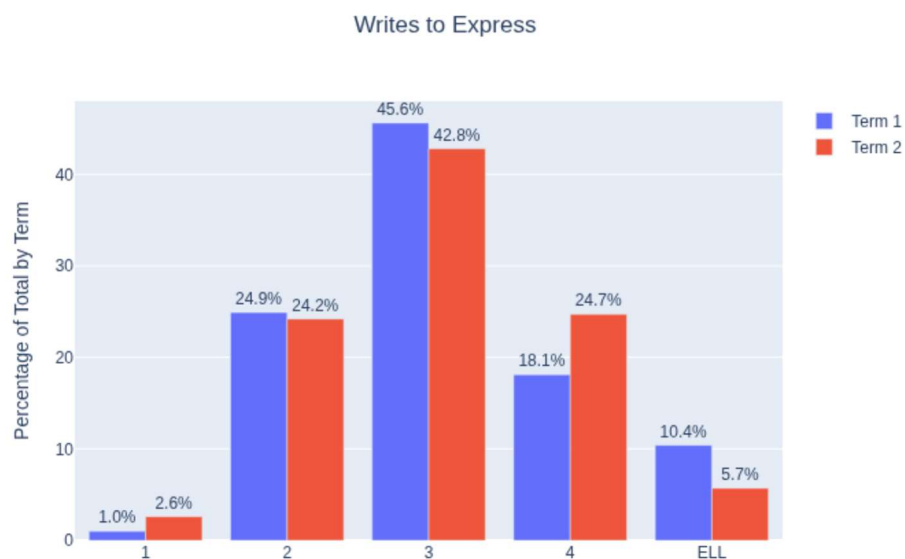
Data from Report Cards and Provincial Assessments shows overall improvement in both reading and writing. Report Card results indicate that most students maintained or improved their achievement from the first to the second term. Provincial Achievement Tests reflect similar success, with 80.6% in reading and 75% in writing meeting the Acceptable Standard or higher.

We also saw a significant decrease in the use of the ELL indicator, meaning English as an Additional Language Learners improved enough to access grade-level curriculum.
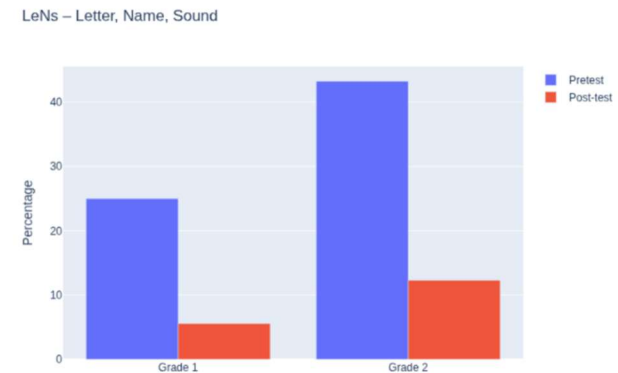
Reads to Explore
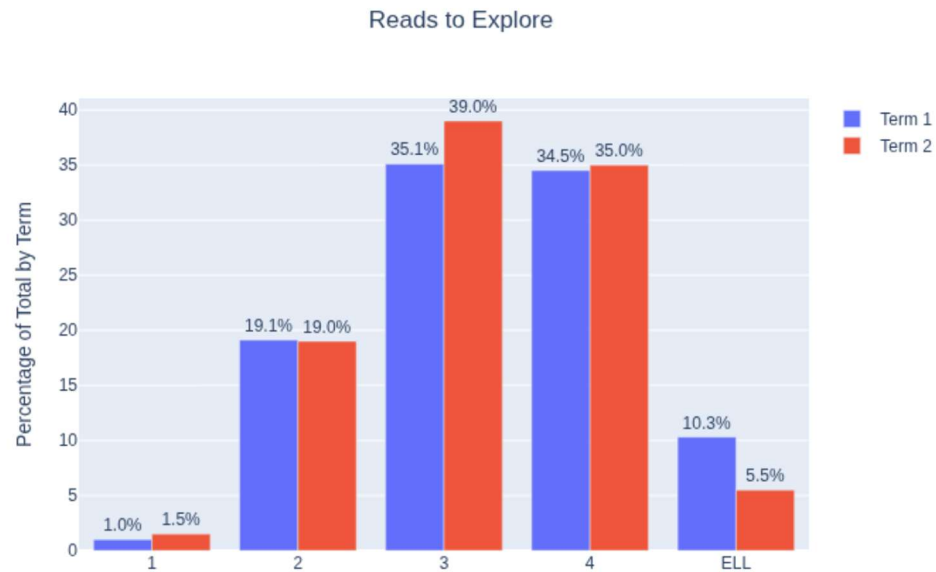
Additionally, provincial assessments in Grades 1–3 showed a notable reduction in the number of students requiring additional support in all grades.

CC3 · Decoding
% of students requiring additional support
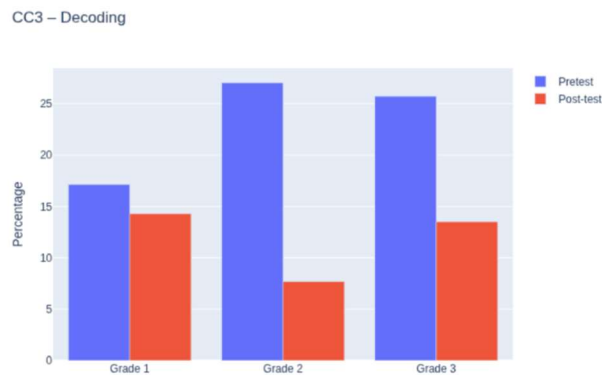
LeNs · Letter, Name, Sound
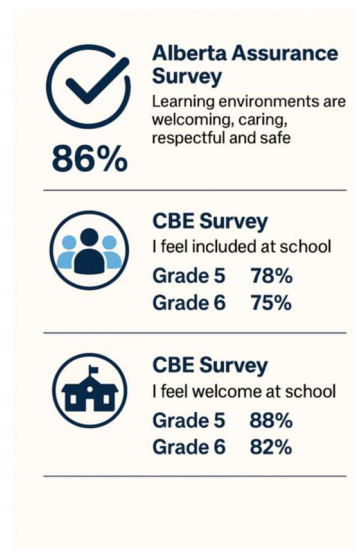% of students requiring additional support

Staff also created opportunities for students to build connections across the school by regrouping and learning in different environments. These activities supported social-emotional learning and helped students build confidence as learners.
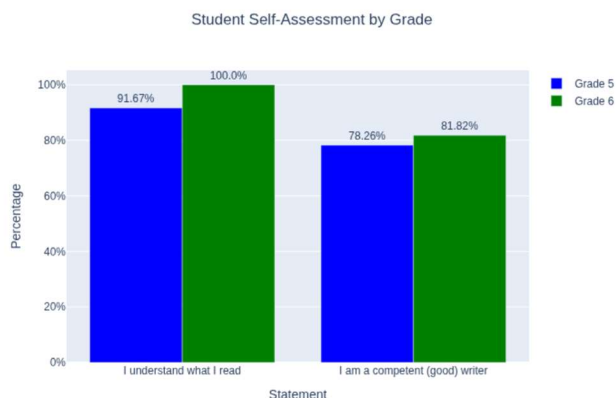
The school also emphasized making student voice and culture visible in classrooms and the learning process. To measure impact, we used perception data focused on students' clarity, confidence, and connection to their work and classroom.

Overall, students reported improvements in self-regulation (+3%) and cultural awareness (+7%). Strong results were also seen in the Assurance Survey (welcoming, caring, respectful, and safe environments) and the CBE Student Survey.

Alberta Assurance Survey
Learning environments are welcoming, caring, respectful and safe

86%

CBE Survey
I feel included at school
Grade 5   78%
Grade 6   75%

CBE Survey
I feel welcome at school
Grade 5   88%
Grade 6   82%

Insights and Next Steps

Student Self-Assessment by Grade

While literacy progress in reading and writing was strong, perception data shows a gap between how students view their abilities and how they are assessed on report cards. Additionally, about 30% of Grade 4-6 students also reported they don't enjoy language arts. This collection of data suggests that continued efforts to develop student engagement would be supported by providing exposure to a variety of texts and text types for both reading and writing.

Teacher perception and PLC data suggest that improving the instructional environment helps both teachers and students gain clarity on learning targets and success criteria. However, misalignment between student confidence and teacher assessments remains an area for growth (CBE Survey).

Continuing to focus on clarity and engagement could help align student self-perceptions with actual achievement. Actions such as data-driven learning groups and greater emphasis on success criteria and assessment will support this work.

Although most perception data showed gains, Sense of Belonging results in the OurSCHOOL survey were mixed: Grade 4/5 students reported a 21% decrease, while Grade 6 students reported an 8% increase. This contrasts with other belonging measures where many students reported strong connections.

A similar pattern appeared in anxiety data: Grade 4/5 students reported a 16% increase, while Grade 6 students reported a 4% decrease. Further review of Grade 4/5 data revealed positive growth in several areas, including Orientation to Well-Being (+10%), Self-Regulation (+3%), Goal Orientation (+4%), Positive Relationships (+2%), and General Health (+5%).

This suggests that efforts to strengthen student connections and well-being are having an impact, but refining Social Emotional Learning strategies and clarifying concepts like belonging could further improve these indicators.
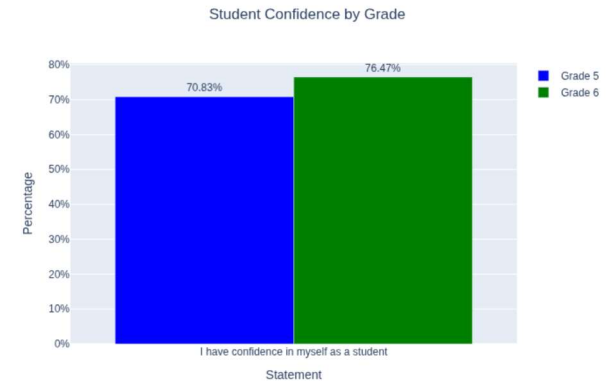
Required Alberta Education Assurance Measures (AEAM) Overall Summary

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	Haysboro 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	84.7	87.4	84.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	87.7	87.9	87.0	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	80.0	83.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	14.3	19.6	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	90.2	93.2	94.0	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	93.2	91.5	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	84.0	79.0	77.9	80.1	79.9	80.7	High	Improved	Good
Governance	Parental Involvement	85.4	82.3	82.1	80.0	79.5	79.1	Very High	Maintained	Excellent