


**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

**Glenmeadows 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: *Students' achievement in biliteracy will improve.***

**Outcome One: *Through the intentional design of writing tasks, students will improve in English literacy and well-being.***

**Outcome Two: *Through the intentional design of writing tasks, students will improve in Spanish literacy and well-being.***

### Celebrations

- Students receiving a 1 or 2 on the Report Card Indicator for “Writes to express information and ideas” in ELAL decreased from 40.95% in June 2024 to 34.94% in June 2025
- OurSchool Survey, the Diversity and Inclusion Overall Agreement increased from 56.51% in June 2024 to 65.69% in June 2025, a growth of 9.18%. Notable increases include:
  - “Values cultural learning through friends from different cultures” increased from 65.58% (June 2024) to 80.58% (June 2025), an increase of 15.00%
  - “Values other cultures (Secondary Only)” increased from 69.70% (June 2024) to 85.29% (June 2025), an increase of 15.59%
- Early Years Assessments showed the following changes:
  - LeNS: Students requiring additional support decreased from 24.83% (Sept. 2024/Jan. 2025) to 6.9% (June 2025)
  - CC3: Students requiring additional support decreased from 16.2% (Sept. 2024/Jan. 2025) to 4.63% (June 2025)

### Areas for Growth

- Build student' ability to set learning goals and to create plans to reach those goals
- Strengthen students' writing skills, including expanding sentences with increasing detail, incorporating transition words, and organizing ideas into paragraphs
- Increase students' ability to write to express their ideas in Spanish

### Next Steps

- Engage in professional learning based on *The Writing Revolution 2.0* by Hochman and Wexler
- Create Tiers of Support for literacy (reading and writing) through Collaborative Response Meetings
- Implement intentional word work groups in both English and Spanish
- Track progress through Professional Learning Communities

- Focus on goal setting through the second CASEL competency, self-management
- Continue work with the writing process and calibration using bi-weekly write ups, extending this work to Spanish as well as English

## Our Data Story:

The Glenmeadows 2024-2025 School Development Plan centered on the intentional design of writing tasks and their impact on students' ability in literacy in both English and Spanish. Effective writing tasks require students to engage in all stages the writing process with intentionality. To support this, students worked through the writing process by completing bi-weekly write ups based on a school-wide theme. These samples were used by grade teams to calibrate assessments and determine next steps every two weeks.

The Well-being portion of the 2024-2025 School Development Plan focused on introducing a school-wide social-emotional approach that built confidence, identity, and a sense of belonging. Staff implemented the Social Emotional Learning (SEL) program with particular attention on teaching self-regulation strategies that support positive learning experiences. Throughout the year, staff explored the first competency of the CASEL framework, self-awareness, which supported students in learning about their culture and heritage and was embedded into the themes of the bi-weekly write ups.

By the end of the year, measurable growth in writing was evident in English based on report card data:

- Students receiving a 1 or 2 for the Report Card Indicator “Writes to express information and ideas” in ELAL decreased from 40.95% in June 2024 to 34.94% in June 2025

There was a negligible change in the percentage of students receiving a 1 or 2 for the Report Card Indicator for “Writes to express information and ideas” in Spanish, indicating a continued need for targeted improvement in this area.

Considering the reciprocal relationship between writing and reading in literacy development, results from the Early Years Assessments corroborated this growth in writing:

- LeNS: Students requiring additional support dropped from 24.83% (Sept. 2024/Jan. 2025) to 6.9% (June 2025)
- CC3: Students requiring additional support dropped from 16.2% (Sept. 2024/Jan. 2025) to 4.63% (June 2025)

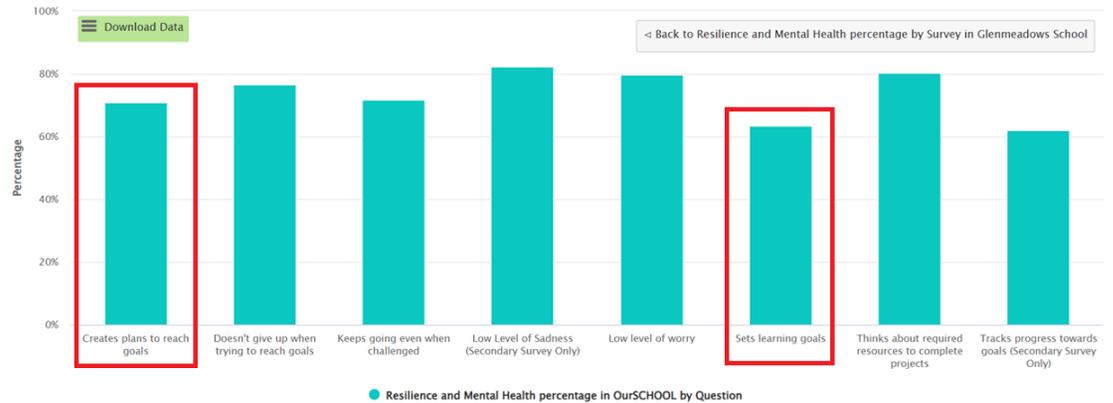
Growth in well-being was reflected in student perception data:

- Based on the OurSchool Survey, the Diversity and Inclusion Overall Agreement increased from 56.51% in June 2024 to 65.69% in June 2025, a growth of 9.18%. Notable increases included:
  - “Values cultural learning through friends from different cultures” increased from 65.58% (June 2024) to 80.58% (June 2025), an increase of 15.00%
  - “Values other cultures (Secondary Only)” increased from 69.70% (June 2024) to 85.29% (June 2025), an increase of 15.59%

## Insights and Next Steps:

While student perception data showed gains in Diversity and Inclusion, particularly students valuing other cultures, it also highlighted areas for growth related to engagement and goal setting. For the cohort of students who will continue at Glenmeadows in 2025-2026, the OurSCHOOL Survey showed the following low areas:

- 70.87% of students reported they “Create plans to reach goals”
- 63.46% of students reported they “Set learning goals”



To address these areas, Glenmeadows will continue its SEL work by focusing on the second CASEL competency, self-management, which targets goal setting as well as planning and organizational skills.

Work on the writing process and calibration through bi-weekly write-ups will continue and will be extended to Spanish Language Arts. Building on the writing process work started in 2024-2025, the 2025-2026 year will also include explicit writing lessons from *The Writing Revolution 2.0* by Hochman and Wexler. This work will focus on developing competent writing skills, including expanding sentences with increasing detail, incorporating transition words, and organizing thoughts into paragraphs.

Creating Tiers of Support for literacy through Collaborative Response Meetings and intentional word work groups in English and Spanish will provide the structure necessary for teachers to reinforce these skills in the classroom and differentiate instruction. Tracking progress in Professional Learning Communities will allow teachers to evaluate the impact of these strategies through student work and determine next steps.

# 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	Glenmeadows 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	<a href="#">Student Learning Engagement</a>	82.1	86.8	85.6	83.9	83.7	84.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	85.2	86.0	86.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.8	89.6	90.1	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.7	91.4	91.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	<a href="#">Access to Supports and Services</a>	78.3	82.3	78.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	<a href="#">Parental Involvement</a>	76.4	85.5	82.4	80.0	79.5	79.1	Intermediate	Maintained	Acceptable