



Cambrian Heights School

640 Northmount Drive, Calgary, AB T2K 3J5 t | 403-777-6150 f | 587-933-9761 e | cambrianheights@cbe.ab.ca

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.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, 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

Goal One: Student achievement in Literacy will improve.

Outcome One: Students' reading comprehension will be strengthened through the consistent use of high-impact comprehension strategies, including summarizing, predicting, and making connections.

Celebrations

- +19.5% of students feel connected to texts, reflecting a strong shift toward relevant and diverse reading materials.
- +11% increase in enjoyment of Language Arts, showing renewed joy and purpose in literacy.
- +7.3% growth in students meeting or exceeding grade-level expectations in *Reads to Explore and Understand*.
- +29% increase in students reporting having at least one trusted adult at school, strengthening relationships and belonging.
- +26% increase in students who see their culture reflected in school, demonstrating deeper representation and inclusion.
- Education Quality rose to 90.2 %, highlighting confidence in the learning experience.

Areas for Growth

- Build comprehension stamina and depth – students demonstrate strong literal understanding but need support sustaining meaning across longer, more complex texts and learning tasks.
- Reinforce learner confidence – despite literacy gains, self-perceived confidence as learners dipped slightly (69 % → 67 %), indicating a need for clearer feedback loops that help students see and *believe* in their growth.
- Ensure continuity in Indigenous learning – small decline (–3.8 %) in students reporting learning about Indigenous ways of knowing signals a need for consistent, year-round integration rather than event-based experiences.
- Sustain engagement for reluctant or struggling readers – while enjoyment rose (+11 %), we only experienced moderate gains in student engagement, suggesting a continued focus on relevance, choice, and identity-affirming texts is essential.

Next Steps

- Deepen guided-reading and comprehension-strategy instruction to strengthen stamina, inference, and synthesis across extended texts.
- Embed Social Emotional Learning (SEL) practices within literacy – integrate goal-setting, self-reflection, and emotional check-ins to reinforce confidence and perseverance.
- Strengthen formative feedback cycles – use student self-assessment and conferencing so learners can identify progress and next steps.

- Expand cultural representation and voice – continue to diversify classroom libraries, include student-chosen texts, and weave Indigenous and multicultural perspectives into daily reading.
- Sustain professional learning in the Science of Reading Comprehension, Task Design, and the Neurolinguistic Approach (NLA) to deepen teacher expertise and coherence of practice.

Our Data Story:

Cambrian Heights School's 2024–25 School Development Plan focused on strengthening the link between reading comprehension, engagement, and connection. Analysis of provincial screeners and school-based measures showed that while early decoding skills improved, many students still struggled to make meaning from what they read or to see reading as enjoyable and relevant. Professional learning centered on the Science of Reading Comprehension and engaging task design, including the creation of learning experiences that offered multiple ways to express understanding through digital tools, visual storytelling, and oral performance. Alongside the Neurolinguistic Approach (NLA), this work deepened oral language, vocabulary, and metacognitive strategies, directly supporting English as an Additional Language (EAL) learners in building both proficiency and confidence as readers.

The Grade 6 English Language Arts & Literature PAT provided a helpful external check on our literacy work. Of the 39 students who wrote, 79.5 % achieved the Acceptable Standard, consistent with provincial results, while 20.5 % did not yet meet expectations. Only 1 student (2.6 %) achieved Excellence, reinforcing that our cohort is stronger in foundational comprehension than in higher-level analysis. Students performed well on items involving context clues and interpreting stated and implied ideas, mirroring strengths seen in school-based data. Challenges emerged in text structures, sentence analysis, genre features, and understanding conflict in fiction. Overall, the PAT results align with our local data and support our continued emphasis on explicit comprehension instruction and teaching students how texts work.

Through collaborative planning, teachers embedded explicit instruction in summarizing, predicting, and making connections – all high-impact comprehension strategies that foster deeper understanding.

Learning was intentionally linked to students' lived experiences, sparking curiosity and personal relevance, and paired with social-emotional learning routines that helped students manage emotions, persevere through challenging texts, and celebrate growth. Together, these approaches have nurtured a community of readers who see themselves as capable, engaged, and connected learners.

SURVEY RESULTS

CBE Student Survey



Students who feel connected to texts they read and hear in class.

(2023-24) **65.3%**

(2024-25) **84.8%**

+19.5%

REPORT CARD DATA



Achievement Indicators 3&4

52.6%



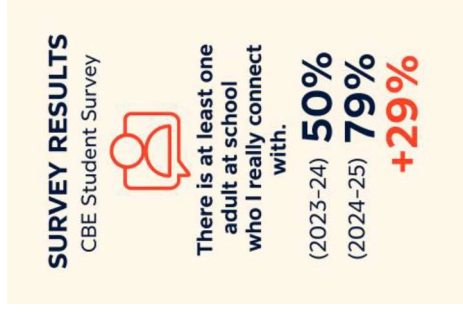
59.9%

2024-25

Nearly 60% of students now meet or exceed grade-level outcomes for the report card strand *Reads to Explore and Understand*.

By the end of the school year, measurable growth in literacy was evident. Our literacy data tells a story of growth in achievement, connection, and engagement.

- From 65.3 % (2023–24) to 84.8 % (2024–25), there was a 19.5-point increase in students who feel connected to the texts they read and hear in class — a clear reflection of our intentional shift toward relevant, diverse, and student-guided reading materials built around personal interests.
- From 64.6 % (2023–24) to 70.1 % (2024–25), there was a 5.5-point increase in students who find learning meaningful and engaging. While modest, this steady rise shows that we’re moving in the right direction and that our efforts to make learning purposeful are taking root.
- Compared to 2023–24, enjoyment in Language Arts rose 11 points, showing that students are once again finding joy and meaning in literacy.
- Across the school, report-card data for the stem *Reads to Explore and Understand* shows a clear upward trend in student achievement. The proportion of students meeting or exceeding grade-level expectations (Indicators 3 and 4) grew from 52.6 % to 59.9 %, marking a 7.3-point increase in overall literacy achievement. This growth reflects the collective impact of explicit comprehension instruction and consistent reading practice embedded in daily classroom routines.



Growth in student Well-Being and Truth & Reconciliation, Diversity and Inclusion were reflected in student perceptions data. Connection and belonging strengthened significantly. Students now overwhelmingly report having at least one adult they trust, with a 29% increase in 2024–25 of students who feel connected to at least one adult at school compared to the year prior. For student who see their culture reflected in school, there was an increase of 26% compared to the year prior. This shows the impact of visibility through deeper representation in texts, artwork, and classroom practices. These outcomes show progress toward a more inclusive and authentic learning environment.



Insights and Next steps: The data tells a story of meaningful progress yet also reveals where our next stretch of growth lies. While connection, belonging, and enjoyment have risen dramatically, smaller gains in “learning is meaningful and engaging” (+5.5 %) remind us that authentic engagement takes time to build and sustain. Similarly, although reading comprehension and achievement are trending

upward, our next step is to help students better see and *believe in* their own progress as readers — connecting growth in skill with growth in confidence.

Students' self-perceived confidence as learners decreased slightly from 69 % (2023–24) to 67.5 % (2024–25). While the change is small, it suggests that some students may not yet fully recognize their own growth and progress. This highlights the importance of clearer assessment and feedback practices — helping students see *why* they are improving, what success looks like, and how to take the next step. Building this clarity will be key to turning growth into confidence next year.

Our path forward is to refine, not reinvent. We will continue using high-impact comprehension strategies, small-group instruction, and guided reading conferences, while expanding time for talk, collaboration, and reflection about what reading *means*. Integrating social-emotional learning (SEL) practices within literacy, including goal tracking, self-assessment, and emotion-based reflection will help sustain learner confidence and perseverance.

Professional learning will remain focused on the Science of Reading Comprehension, Task Design, and the Neurolinguistic Approach (NLA), deepening teachers' expertise in helping students make meaning through vocabulary, oral language, and background knowledge. At the same time, partnerships with families, Elders, and Knowledge Keepers will continue to strengthen relevance and representation in our learning spaces.

SURVEY RESULTS

Assurance Survey

Students who enjoy
Language Arts

57% (2023–24)
68% (2024–25)
+11%

Students who find
learning meaningful
and engaging

64.6% (2023–24)
70.1% (2024–25)
+5.5%

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	Cambrian Heights 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	82.7	81.2	85.9	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.9	82.5	83.7	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	53.5	64.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	9.3	10.6	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	88.7	91.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	86.5	89.0	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	82.9	77.1	80.2	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	84.9	80.3	82.9	80.0	79.5	79.1	Very High	Maintained	Excellent