



G.W. Skene School

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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

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 foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve in decoding and fluency skills.

Outcome Two: Student procedural fluency in mathematics will improve through strong task design and assessment from teachers.

Celebrations

- Grade 6 students are approaching provincial average in Math PAT standard of excellence (3 percent points difference).
- Report card data shows shift in teacher practice are impacting all students, for example moving a higher percentage of students achieving grade level and a mastery level of understanding in Math (5 percentage points increase).
- In literacy, more than 75% of students showed incremental growth in decoding skills.
- A higher percentage of students demonstrated procedural fluency in mathematics.

Areas for Growth

- Supporting students in knowing what to do next to improve their reading skills (5.9 percentage point decrease from Spring 2024 to Spring 2025).
- Supporting at-risk students in literacy and mathematics to move towards grade level.
- Strengthening the impact of intervention strategies to ensure incremental growth for all students.
- Build student SEL skills (self-regulation, perseverance, goal setting).

Next Steps

- Leverage formative assessment practices to enhance responsiveness of our literacy intervention work.
- Build teacher capacity in formative assessment so that students can practice and action feedback teachers are providing.
- Measuring the effectiveness of teacher feedback during learning sprints in relation to targeted goals as measured through pre- and post-assessments.
- Embed SEL instruction in literacy and numeracy to develop student resilience in receiving and utilizing feedback to reach targeted goals.

Our Data Story:

The first goal of G.W. Skene's 2024–2025 School Development Plan focused on improving student achievement in literacy and mathematics. Our goal emphasized strengthening students' decoding and fluency skills in literacy, as well as enhancing procedural fluency in mathematics by building teacher capacity in task design and assessment.

As a staff, we reflected on our established targeted literacy program and agreed that maintaining a strong, school-wide approach to literacy support would continue to foster incremental growth for all readers. We continued to use CBE diagnostic tools, decodable texts, and UFLI resources to guide instruction and monitor progress. Scheduling and resources were prioritized to provide uninterrupted time each day for students to engage in targeted literacy lessons and activities designed to provide personalized support.

In mathematics, professional conversations and perception surveys revealed that students were not consistently demonstrating procedural fluency. To address this, professional learning centered on *Figuring Out Fluency in Mathematics* (Bay-Williams & SanGiovanni, 2021), as well as the CBE *Mathematics Equity and Identity Guide*. These resources supported teachers in developing a deeper understanding of procedural fluency and how to create entry points for all learners to engage in mathematical learning. Teachers participated in professional learning communities and team planning sessions to design meaningful learning tasks that elicited evidence of procedural fluency and worked to calibrate assessment across grade teams.

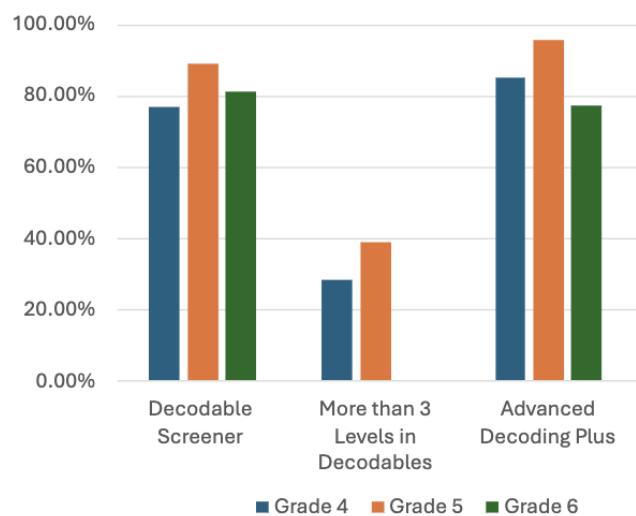
By the end of the school year, incremental growth was evident in both reading and in procedural fluency, as reflected in several sources of data:

Report Card Achievement – English Language Arts (Reading)	January 2025 Report Card	June 2025 Report Card
% of students achieving a 1 indicator	39%	29%
% of students achieving a 4 indicator	4%	4%
Report Card Achievement – Math (Number)		
% of students achieving a 1 indicator	41%	31%
% of students achieving a 4 indicator	2%	7%

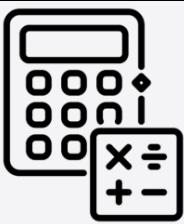
Provincial Achievement Test Results 2024-2025 (Reading)	School	Province
Acceptable Standard	57.8	75.1
Standard of Excellence	13.3	29.4
Below Acceptable Standard	42.2	24.9
Provincial Achievement Test Results 2024-2025 (Math Part A)		
Acceptable Standard	46.8	55.4
Standard of Excellence	19.1	22.1
Below Acceptable Standard	53.2	43.1

CBE Student Survey Data	Spring (2024)	Spring (2025)
I know what to do next to improve my reading skills	90.7%	84.8%
I share their ideas and ask questions in math class.	88.6%	85.19%

Decoding Reading Growth (Percentage of students who showed incremental growth from beginning of the year)*



* Data is representative of students receiving targeted decoding intervention

Survey Results (Teacher)	
	Percentage of students who consistently demonstrate procedural fluency?
Jan 2025	June 2025
Less than a quarter of the class (29%)	Less than a quarter of the class (14%)
25 – 50% of the class (14%)	25 – 50% of the class (57%)

- ELAL (reading stem – reads to explore and understand) report card data and Math (number stem – understands and applies concepts to number and patterns) report card data showed 10% of the school population moved from a beginning level of understanding to at least a developing level of understanding.

- Internal data tracking indicated that over 75% of students made incremental growth in decoding skills.

Grade 6 students are 3 percentage points from meeting the Math PAT provincial average (standards of excellence).

Additionally, teacher's perception data indicated an improvement in their professional capacity to plan meaningful lessons focused on procedural fluency. This was mirrored by an increase in the number of students they observe were able to consistently demonstrate procedural fluency.

Insights and Next Steps

Analysis of report card data, provincial achievement tests and internal data tracking (including PLC data) indicates that while growth in literacy and mathematics was observed, the overall percentage of students achieving below grade level remains an area that requires focus.

Additionally, perception data from the CBE Student Survey indicates that students have reported a decrease in their perceived ability to know what to do next to support reading skills and how to share ideas and ask questions in mathematics.

Together, this data indicates that students need teacher feedback on their next steps in foundational skills in building decoding and fluency in reading; as well as procedural fluency in mathematics. To support further growth in both foundational areas, we will be specifically focusing our goals on task design that is informed by formative assessment in both literacy and mathematics. As we move forward, we intend to focus on the effectiveness of feedback; to increase frequency and specificity of teacher feedback to further increase the percentage of students at grade level and those that achieve a mastery level of understanding.

Goal Two: Students' experience of welcoming, safe, caring and inclusive learning community will improve

Outcome One: Students' sense of connection and belonging will increase through teacher application of Social Emotional Learning (SEL)

Celebrations

- School Connectedness and Belonging increased by eight percentage points (June 2024 – June 2025).
- Student SEL data (internal measure) allowed for targeted responses (building student relationships, creating opportunities for connection, etc.) to enhance a positive sense of well-being for all students.
- Spotlight highlighted our diverse community and provided opportunities for students to see how they belong within it.
- SEL instruction provided staff and student common vocabulary to use to support positive relationships (ex. Integrity).

Areas for Growth

- Target diversity and inclusion metric within our school structures, such as Spotlight and SEL instruction.
- Continue developing positive relationship skills with all our community members.
- To continue to build staff understanding of strong SEL pedagogy.

Next Steps

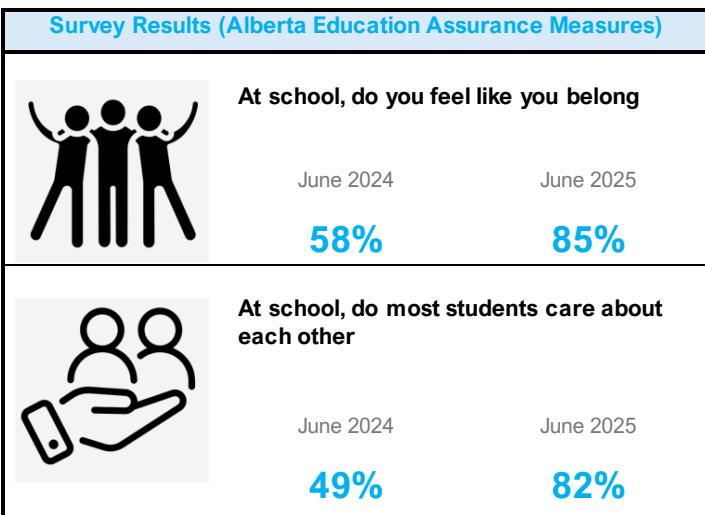
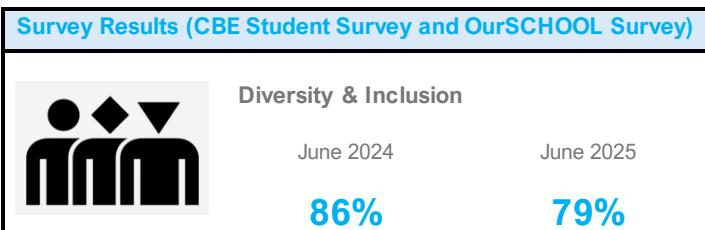
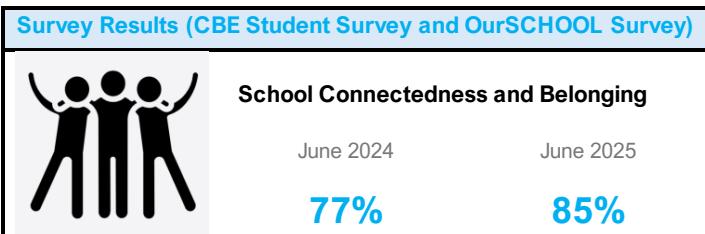
- Utilize restorative circles to repair and strengthen student relationships.
- Emphasize Spotlight and SEL instruction on understanding other community members' perspectives.
- Strengthen the connection between explicit SEL instruction and the embedded responses to support positive student relationships.

Our Data Story:

G.W. Skene's 2024–2025 School Development Plan focused on enhancing students' sense of connection and belonging within our school community. Through collective reflection, we identified this as an area for growth as a significant portion of our students reported not feeling a strong sense of belonging based on data from the Alberta Education Assurance Measures Results Report, the CBE Student Survey, and the OurSCHOOL Survey. This goal emphasized building teacher capacity to support social-emotional learning (SEL) through the application of the CASEL framework and by increasing SEL-focused lessons and cross-grade learning opportunities throughout the school.

Our staff engaged in professional learning to deepen their understanding of the impact of integrating SEL within the classroom and to strengthen their ability to explicitly teach SEL lessons that foster students' interpersonal skills. We also reviewed school structures to identify opportunities to strengthen connections between students and teachers and to foster a deeper sense of belonging for all students. Through Spotlight, a cross-grade targeted SEL learning opportunity, as well as cross-school buddy activities with James Short Memorial School, students were given dedicated time to connect with new peers and build relationships through shared experiences. Additionally, teachers received embedded coaching that included modeling of specific SEL skills by a learning leader, focused on a targeted area of growth for each class. Lessons emphasized integrity, identity, responsibility, and confidence.

One of the most impactful shifts for our teachers and students was the introduction of an internal well-being survey, administered three times throughout the year. To ensure accurate responses, students were provided with clear vocabulary and examples for each prompt. Teachers found the resulting data highly valuable, as it was both actionable and timely, enabling them to implement targeted supports, strategies, and instructional adjustments that fostered students' sense of belonging and overall well-being.



By the end of the school year, exceptional growth was evident in student's feelings of connectedness and belonging, as reflected in several data measures:

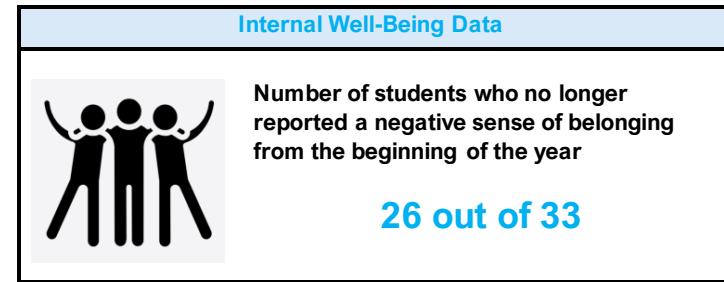
- 27 percentage point increase in positive responses to "Do you feel like you belong?" (Alberta Education Assurance Measures) and 33 percentage point increase in students feeling that students care about each other.
- Eight percentage point increase in school connectedness and belonging (CBE and OurSCHOOL Surveys).
- 26 of 33 at-risk students had an increased sense of belonging (Internal Well Being Survey, September–June).

Insights and Next Steps

While substantial progress has been made in fostering positive student connections and a sense of belonging, we observed a decline in other aspects of wellbeing. For example, survey data showed a seven-percentage point decrease in students' perceptions of diversity and inclusion, which is a finding supported by internal measures and staff observations.

Moving forward, we recognize the need to maintain our focus on connection and belonging while strengthening students' feelings of inclusion. This will be achieved through existing successful structures such as Spotlight and SEL instruction centered on perspective-taking. To further support inclusion, we will continue to build teacher capacity in the use of restorative circles focused on repairing and strengthening student relationships by deepening understanding of others' perspectives, recognizing differences, and exploring how diverse viewpoints can inform actions and behaviors through explicit SEL instruction.

Continuing to use internal well-being data measures to support timely and personalized responses will help us to address student need and improve feelings of belonging, connection, and inclusion within our school community.



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	G. W. Skene 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	81.0	79.8	82.3	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	88.2	69.1	71.7	79.8	79.4	80.4	Very High	Improved Significantly	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	84.2	86.3	85.8	87.7	87.6	88.2	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.6	75.7	78.5	84.4	84.0	84.9	Very High	Improved Significantly	Excellent
	Access to Supports and Services	81.5	76.6	74.3	80.1	79.9	80.7	Intermediate	Improved	Good
Governance	Parental Involvement	73.3	69.2	73.9	80.0	79.5	79.1	Low	Maintained	Issue