



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, 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

Goal One: Through intentional design and application of research-informed literacy teaching practices, students will improve in literacy across all subjects.

Outcome One: Student foundational and higher-level literacy skills will improve across disciplines as staff implement high-impact teaching strategies.

Celebrations

- Teachers reported growth in their understanding of high-impact literacy strategies and their confidence in implementing them.
- Students demonstrated improvement in vocabulary according to the MAZE assessment.
- Report card data showed improvement in the ELA/ELAL Reading stems in most grades.
- Students' confidence in their understanding when they read increased by 5.8 percentage points based on the CBE Student Survey Results.

Areas for Growth

- Making students more aware of the literacy strategies they are using to improve their sense of agency as learners.
- Improving student engagement with literacy strategies, particularly for grade nine students.
- Connecting with students to help them identify reading materials that they find engaging and meaningful.

Next Steps

- Creation of common rubrics and common language across subject and grade groups to support student understanding.
- Opportunities for teachers to refine their implementation of the literacy strategies through collaboration and co-planning.
- Support connections between students and teachers using relationship tracking.
- Support student engagement with learning through Self-Regulated Strategy Development (SRSD).
- Use reciprocal teaching of reading and writing.

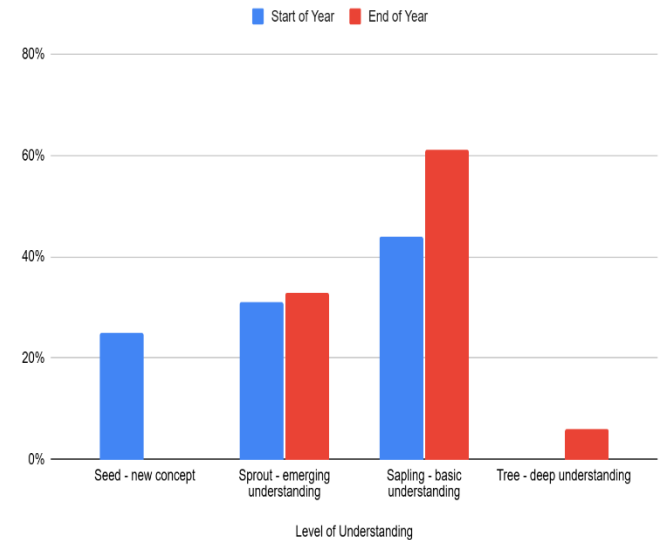


Our Data Story: Harold Panabaker's 2024-25 School Development Plan centered on the importance of literacy skills to support all learners across subject areas. Our goal focused on exposing students to a variety of foundational and high-level literacy strategies. We wanted students to envision their reading abilities, not as a static, predetermined skill set, but as something that can be improved over time. The value of foundational literacy was supported by the diversity of Harold Panabaker's student population, with 35.6% of students coded as English Language Learners and 20.9% of students coded for Special Education (Data Dashboard, September 2024). At the same time, many students did not feel empowered with reading strategies as indicated on their CBE Student Survey Question "I know what to do next to improve my reading skills."

Through professional conversations with staff, we learned that, although reading comprehension is necessary for all subjects, teachers needed more high impact strategies and professional development. This was especially true for subject-specialist teachers who did not teach English Language Arts. Our target, as a division 2 and division 3 school, was learning strategies to support teaching literacy to older readers. We wanted to be purposeful about reading instruction, to bring strategies for improvement into all subject areas, to move comprehension and vocabulary skills forward for students, whatever their starting point.

Teachers were committed to learning and saw the value in implementing high impact literacy strategies across the subject areas. The school community came together through Professional Development (PD) sessions and Professional Learning Communities (PLC) work which built our collective knowledge. Staff met in cross-curricular teams for professional development with an Inclusive Learning Specialist, focusing on understanding foundational literacy and strategies to improve literacy. The humanities team completed the Learning Disabilities Professional Learning Series: Reading and Writing Connection. Across our subject areas, teachers who had experience with literacy education shared their knowledge. In PLC groups, subject-focused teams refined what these strategies would look like in their areas, creating common learning routines such as text annotation and assessments such as the Math Vocabulary Assessment.

Staff: Current Understanding of Evidence-Based Reading Instruction



CBE Student Survey

I know what to do next to improve my reading skills.

2023-24

2024-25

76.5%

75%

By the end of the year, staff reported increased understanding of evidence-based reading instruction. Teachers noticed that students showed increased resiliency when completing longer writing assignments. They were able to use strategies to support their vocabulary development. In math classes, students’ understanding of word problems and subject-specific vocabulary, improved in classroom assessments.

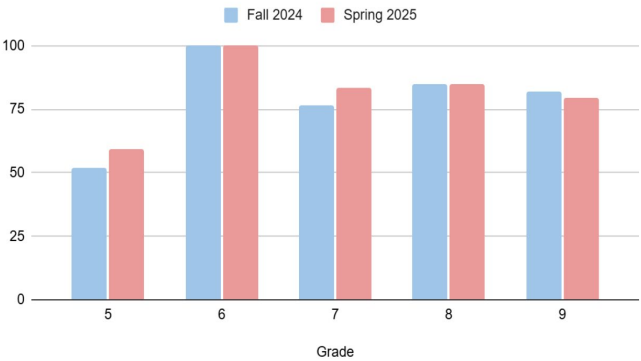
This vocabulary improvement was evident in the MAZE assessments, administered in September and April. It is important when interpreting the maze data to note that the assignments increase in difficulty to reflect the vocabulary growth expected during the school year. Maintaining a score on the MAZE means that the student has learned the appropriate new vocabulary for the year. From September to April, the number of students who were leveled at Approaching Benchmark or Benchmark increased by 7.5% in grade five, maintained in grade six, increased by 7.1% in grade seven, maintained in grade eight, and decreased by 2.62% in grade nine.

Measurable growth in reading was evident in the report card stems from ELA: Reads to explore, construct, and extend understanding; and ELAL: Reads to explore and understand. The number of students receiving indicators of 3 or 4 on the June report cards, compared to the January report cards showed improvement in most grades. Grade five increased by 8.96%; grade six maintained (with 95% of students receiving 3 or 4 in both terms); grade seven increased by 8.65%; grade eight increased by 3.6. Our grade nine students saw a decrease of 16.89% in the number of students receiving 3 or 4. We excluded students who received the NER indicator as it is not reflective of their comprehension ability.

Student survey data indicated improved confidence in reading. The CBE Student Survey Question, “I understand what I read” showed improvement from 87.25% to 93.06%. Although students were feeling more confident, we saw a small decline in the response to the question “I know what to do next to improve my reading skills” from 76.5% to 75%.

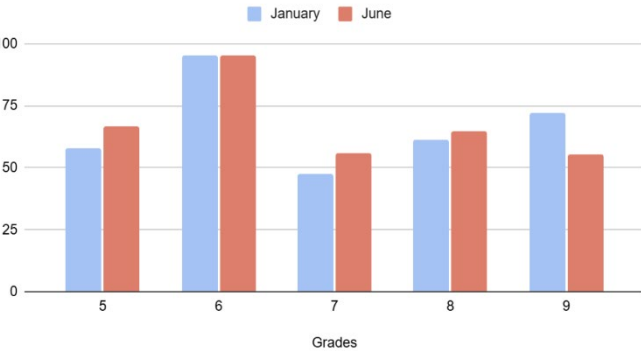
Insights and Next Steps: Our students have demonstrated improvement in their comprehension and vocabulary skills overall. Although students are applying the strategies to gain these improvements, they do not always know which strategies are supporting them in the moment. We plan to use common language and rubrics to make the strategies more evident to students. Teachers will collaborate on structures to monitor student progress between assessment cycles and make improvement visible to students.

Percentage of Students Approaching or Achieving Benchmark on the Maze in September and April



CBE Student Survey	
I understand what I read.	
2023-24	2024-25
87.2%	93%

Percentage of Students Achieving Indicators 3 and 4 in the Reading Stem in January and June



We noticed that our grade nine students did not have the same overall results as students in other grades. An important next step in our process will be engaging with students around reading materials, providing them with opportunities to reflect on the connections between their lives and the perspectives, ideas, and experiences presented in the texts they read. At the same time, students will be supported through tools which reduce the cognitive load of tasks, such as vocabulary tools, access to formulae and processes during multi-step problems, and visuals to remind students of next steps. For our students identified as needing the most support, we have scheduled RTI blocks for intensive intervention to support developing reading skills.

As we move forward, we will focus on creating environments which engage students in meaningful activities with supports for students to grow as readers, whatever their starting point. Through the implementation of high impact strategies across subject areas, we are confident that student vocabulary and comprehension will continue to improve. By encouraging meaningful conversations and opportunities for choice and connection in literacy activities, we will help students to see themselves as confident, resilient learners.

CBE Student Survey	
I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.	
2023-24	2024-25
58.6%	60.1%

CBE Student Survey	
The things I’m learning at school are meaningful to me.	
2023-24	2024-25
68.97%	66.04%



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

Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Harold Panabaker 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	78.0	87.0	85.1	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	69.9	72.3	72.7	79.8	79.4	80.4	Low	Maintained	Issue
	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
	PAT9: Acceptable	67.0	60.3	62.1	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	21.2	15.6	16.4	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.1	85.3	84.8	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	77.3	80.7	80.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	76.6	79.0	78.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	78.9	79.2	76.7	80.0	79.5	79.1	High	Maintained	Good