

**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

**Prairie Sky 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 will have an improved sense of belonging at school

Outcome One: Students' experience with building relationships will improve within the school community (student-to-self, student-to-peers, student-to-staff, and student-to-community).

### Celebrations

- Assurance Survey analysis indicates students perceive their interactions with both teachers and support staff as highly positive.
- The highest scores in the dataset revolve around close circles. Students overwhelmingly consider friends' opinions ( 97.61%) and have trusted friends (93.49%).
- The Assurance Survey shows high marks for adult interaction. Students feel encouraged to try their best (88.65%), feel welcome (84.89%), and believe teachers care about them (82.98%). (student-to-staff)
- Students indicate high confidence in the accessibility of academic assistance, noting help is readily available when required.

### Areas for Growth

- Students feel at times disconnected from, or indifferent to, the larger student body and peers which was clear from the data with 58% of students stating "Students care about each other". Teachers will develop opportunities for students to learn about specific skills to develop positive student-to-student interactions.
- The OurSCHOOL data shows a cluster of issues around social integration. "I feel like I belong at school" is the lowest at 60.87%, closely followed by difficulties in making friends and getting along with them.
- In the OurSCHOOL survey, "Feels accepted by peers" (67.03%) and "Making friends is easy" (65.58%) are among the lower scores.

### Next Steps

- The focus on student-to-staff relationships will need to be maintained.
- There will need to be a focus on student-to-student relationships by creating opportunities for students to focus on SEL social awareness and develop skills that can build these relationships.

**Goal Two: Prairie Sky School will focus on formative assessment and task design to improve overall student achievement across all disciplines.**

**Outcome One: Teachers will create feedback rich learning environments to ensure students are supported in their learning.**

#### Celebrations

- Over the course of the school year there is clear indication from the early years' assessment data that the school does a great job of moving students from 'at risk' to 'not at risk'.
- Teachers have embedded formative assessment feedback strategies in both numeracy and literacy during task design that have had a positive impact on student achievement.
- There is an observable trend of improvement when comparing literacy report card data for grades 4-9 students that January report card (S1) data to June (Y1) data, indicating instruction throughout the year is effectively raising student achievement.
- The report cards stem data for number is clear indicator that students' numeracy skills have improved.

#### Areas for Growth

- There can be continued work with numeracy as there is a positive movement with students moving from 'at risk' to 'not at risk' is not as effective as the literacy interventions.
- There are more students working at a stem indicator level of 2 for both ELA – writing and math-number when compared to other schools in the area. This indicates that a focus on providing opportunities for student to develop a more conceptual understanding of math moving from a procedural space and working to develop students writing skills.

#### Next Steps

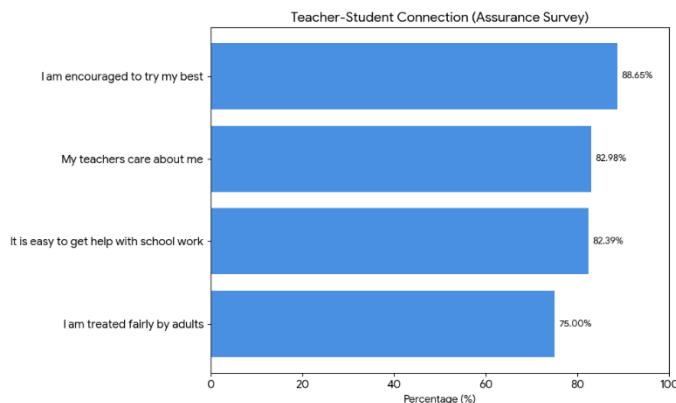
- Providing teachers with professional development and resources such as MathUp to help develop a deeper understanding for math interventions and implementation of formative assessment to understand next steps in learning.
- Provide targeted intervention for students at all grade levels
- Increase parental involvement in school-based events supporting math and literacy.

## Our Data Story:

Prairie Sky School focused on assessment practices across all disciplines. Our school development plan focus was on embedding formative assessment strategies in task design. This information would then allow students to understand where they are as learners and where they need to go next. Teachers would use these assessments to move learning forward and provide students with improvement in achievement in all areas. Our focus last year was to build and implement common leveled assessments across all subject areas and strengthen our assessment practices to further understand our learners and their level of understanding.

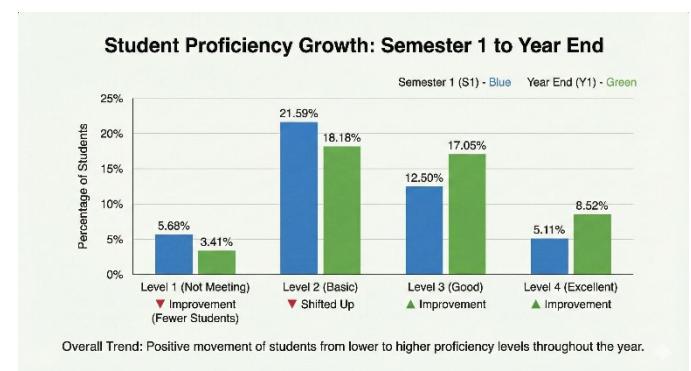
We continued to use local measure data (CC3, LeNS, and numeracy) along with the Words Their Way assessment and report card data (reading and number) to guide our work in decoding and encoding. Grades 4-9 used the CBE Decision Tree specifically the CORE Maze, CORE Vocabulary, & Words Their Way.

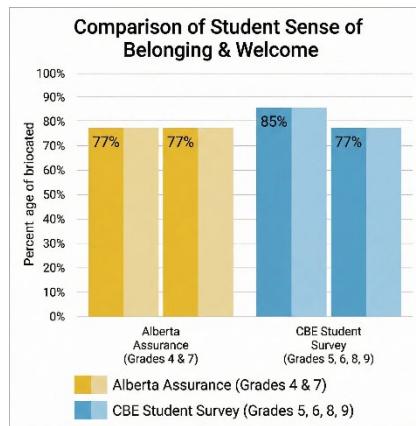
In Mathematics, we focused on common grade level assessments to guide our work. These assessments had two main purposes. First, is to promote consistency and give teachers the opportunity to practice layering the Math framework rubrics over their assessments. Second, to provide a diagnostic assessment to measure improvement throughout the year. The report card data reflected over the course of first reporting period (S1) to the year end period (Y1) there were less students working at the indicator 1 and 2 at (S1 ~27%) level compared to (Y1~21%). This shift is due to students' ability to improve their achievement by year end.



In Well-Being we used the results from the OurSCHOOL Survey, the CBE Student Survey and the Alberta Education Assurance Measures. The continual use of the MindUp program we built common language across the school focusing on key vocabulary words and concepts. Using our learner profiles students responded to the following questions: Who do you feel most connected to in school? What makes you feel like you belong? What makes you feel seen or heard?

When analyzing the data it has been clear the adults in the building are succeeding in building trust and providing academic support. The students perceive the adults as caring and fair (83%). This suggests staff are well-positioned to model the behavior needed to improve peer relationships.



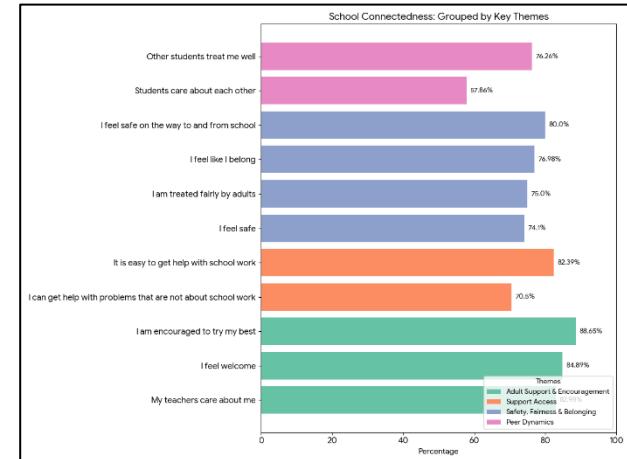


Students feel the school is a polite and safe place to be (invited in), but a significant portion do not yet feel they are an integral part of the community fabric. This indicates there now needs to be a shift from "welcoming" strategies to deeper "integration" strategies.

Students have small groups of close friends in which they feel safe, but they feel disconnected from, or indifferent to, the wider student body. They trust *their* friends, but they don't feel the student body *as a community* cares about them.

Prairie Sky students continue to feel welcomed and included at school. The Assurance Survey showed 77% of students across various grades feel a strong sense of inclusion, with our Grade 4 and 5 students showing a year-over-year increase in their sense of belonging. While our numbers are strong, we recognize the transition to higher grades can be challenging. Consequently, our focus for the coming year will remain on ensuring our Grade 6 through 9 students feel just as connected and supported as our younger learners.

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## Insights and Next Steps

We commit to strengthening the core relationships that underpin student success. This includes maintaining the established high quality of student-to-staff relationships and elevating student-to-student relationships. We will achieve this by intentionally creating opportunities for students to build social-emotional learning skills, particularly social awareness, to ensure a supportive and collaborative learning environment for everyone.

To drive academic growth, we will provide opportunities for teacher professional development focused on evidence-based practices. This includes providing resources like MathUp to equip teachers with a deeper understanding of effective math interventions and the skillful use of formative assessment to precisely determine students' next steps in learning.

We will work to make sure there are opportunities all students will receive help they need by offering targeted intervention across all grade levels. To ensure learning is supported both in and out of the classroom, we will actively work to increase parental involvement in key school-based events that support foundational skills in math and literacy.

# 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	Prairie Sky 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>	84.5	81.1	83.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	78.4	77.6	75.7	79.8	79.4	80.4	High	Maintained	Good
	<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>	74.0	59.7	59.7	62.5	62.5	62.6	Intermediate	Improved	Good
	<a href="#">PAT9: Excellence</a>	18.0	6.4	6.4	15.6	15.4	15.5	Intermediate	Improved	Good
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	<a href="#">Education Quality</a>	87.8	85.5	86.2	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.1	78.6	77.5	84.4	84.0	84.9	Low	Improved	Acceptable
	<a href="#">Access to Supports and Services</a>	78.1	76.4	75.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	68.3	79.1	78.9	80.0	79.5	79.1	Very Low	Declined	Concern