


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

Windsor Park 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: Student achievement in disciplinary literacy will improve.

Outcome One: Increased student achievement in reading comprehension (through effective task design).

In September 2025, Windsor Park K-3 School opened as a new CBE community. 101 students in grades 1 and 2 transferred from Elboya School to Windsor Park School. 20 kindergarten students also registered and approximately another 15 students from other schools completed the new student population. The creation of this new K–3 elementary program, was in response to the growing number of young families in the Windsor Park community and the enrolment pressures at Elboya School. Therefore, Elboya's Year 1 School Improvement Results provided the preliminary data for Windsor Park's School Development Plan (SDP) . Of note, Elboya is a K–9 population and drew on a variety of data sources, including middle years surveys and inclusion of all report card indicators. As a result, some data sets used in that plan reflected the needs of a broader K–9 school community rather than those specific to early learners.

Celebrations:

- Students' reading comprehension results increased with more students at a basic or proficient level
- Implementation of learning intentions and success criteria resulted in stronger vocabulary across the disciplines
- Division 1 EAL students showed a...gain in writing indicators?
- Perception data from older Elboya students showed an overall strong sense of Indigenous ways of knowing and acknowledgement and appreciation for cultural diversity. Data also showed an increased sense of belonging within the learning community
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Areas for Growth

- Student reading comprehension skills in content areas require further development through strategic resources
- Improving student conceptual understanding in mathematics
- Increase student sense of belonging as they have been transferred to a new school environment

Next Steps

- Survey students three times this year to identify and then improve areas of weakness in academic and well-being attitudes
- Create and utilize clear examples, rubrics and identified learning intentions and success criteria in all content areas

- Support EAL learners in reading and writing by utilizing high impact strategies to build content vocabulary, helping teachers to give targeted support through tasks and feedback
- Utilize disciplinary literacy high impact strategies
- Strengthen teacher assessment practices through collaborative use of Power School Gradebook

Year 1 Data Story Elboya School:

Report Cards

Report Card Data 2024/25:		Report Card Data 2024/25: Math		Report Card Data 2024/25: Math	
Reads to explore, construct and extend understanding.		Numbers and Patterns Division I and II		Number Sense Division III.	
Category	Elboya School (%)	Category	Elboya School (%)	Category	Elboya School (%)
Indicator 1	1.56	Indicator 1	3.41	Indicator 1	3.12
Indicator 2	18.7	Indicator 2	18.29	Indicator 2	14.33
Indicator 3	44.19	Indicator 3	41.22	Indicator 3	43.3
Indicator 4	28.61	Indicator 4	32.68	Indicator 4	37.38

CBE Student Survey 2024/25:							CBE Student Survey 2024/25:						
Literacy Framework: "I understand what I read."							Mathematics Framework: "I am confident that I can learn mathematics."						
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Overall		Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Overall
Percent	98.21%	95.35%	93.33%	90.38%	85.37%	92.21%	Percent	94.64%	91.25%	88.89%	91.23%	84.34%	89.72%

TRC, Diversity, and Inclusion: Sense of Belonging – Our School Survey Data		
Students possess an understanding of other cultures	Students possess an understanding of other cultures	Students possess understanding of their own culture.
Gr. 4 – 73%	Gr. 6 – 76%	Gr. 6- 53%
Gr. 5 – 88 %	Gr. 7 – 77 %	Gr. 7 - 51%
	Gr. 8 – 66 %	Gr. 8 - 41%
	Gr. 9 – 74%	Gr. 9 - 50%

Elboya School's 2024-2025 School Development Plan was guided by data showing that students needed to improve reading comprehension and there was much to celebrate. Students demonstrated significant improvement in their ability to understand what they have read with a noticeable improvement in basic and proficient achievement indicators. This growth reflects the commitment from the entire learning community with strategic implementation of literacy practices across the disciplines.

Through data analysis and teacher observations, the school noted that vocabulary development was an area requiring additional supports, particularly in mathematics. Student perception data demonstrated that some students did not feel confident in learning mathematically. By the end of the year, the CBE Student Survey revealed a strong increase in student perception of their abilities and therefore their confidence in learning in math. As well, report card data demonstrated improvement in students' overall achievement in the "Number" stem, particularly those students requiring support and having a basic understanding of math.

To develop vocabulary across the curriculum, specific work in teaching high impact strategies through disciplinary literacy was the focus. Professional learning communities (PLCs) discussed student work based on the creation of strong tasks and quality assessment practices. With structured conversations and calibration of work, teachers began expanding their teaching repertoire and provided students with opportunities to take ownership of their learning.

Elboya community was also proud of the strong results in students' understanding of Indigenous ways of knowing through a holistic lens and concepts woven into curricular outcomes. End of year student perception survey acknowledges the authentic and respectful manner topics were delivered in the classroom and reflects the growing awareness of culture diversity and inclusion.

Insights and Next Steps

Looking at our new school context and the opportunity to work solely with a community of early learners, we will be utilizing the Alberta Education literacy and numeracy screeners to inform our next steps in improvement. After reviewing September 2025 provincial assessments, cohorts of students requiring additional supports have been identified. While continuous improvement is evident, there is indication that the school can improve outcomes in literacy and numeracy. As a result, Windsor Park School will focus instruction and assessment practices to improve students' ability to strengthen their reading abilities across the disciplines (disciplinary literacy).

In literacy, Windsor Park school will continue to provide students with opportunity to discuss their ideas and construct meaning to extend their understanding. When students struggle with academic language, it can affect their engagement, sense of belonging and ability to persevere through learning challenges.

Additionally, utilizing Collaborative Response meetings and discussions to identify students requiring additional support will ensure our practices reflect the need to utilize learning intentions with strong task design, assessment and success criteria.

Professional Learning Communities (PLCs) will also play a vital part in improvement in student learning. Time for teachers to collaborate and share disciplinary practices through student assessment and work samples will also create more meaningful learning for students. Teachers designing learning tasks and co-creating rubrics, exemplars and visual aids of grade level expectations will support clearer and more focused learning opportunities.

Data from English as an Additional Language (EAL) learners also identified the need for students to have opportunities to learn and relearn content vocabulary in order to become literate students. Utilizing CBE documents and professional learning will assist teachers in benchmarking identified students to support growth, improvement, and language acquisition.

Through these practices, our school aims to continue to improve students' sense of belonging and overall well-being by supporting students to continue to develop connections to one another in our new school. When engaging with one another through common whole-school initiatives, our learning community will develop a better sense of ourselves and our new community.

Our Data Story:

Repeat instructions from Goal One.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025



Copy and insert in the space below the Overall Summary Chart from your school's Fall 2025 Alberta Education Assurance Measures (AEAM) Chart. Crop it to the outline of the chart, replacing the example chart below. Ensure that you are using the Fall 2025 AEAM chart and not a draft version of the Fall report. In the event the Fall 2025 AEAM report is not available by the time of posting, the chart from the Spring 2025 AEAM may be used.

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	Sample 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	85.4	84.1	84.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	67.6	75.5	77.7	80.3	81.4	82.3	Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	66.3	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	21.9	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.4	89.2	88.3	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.6	83.1	83.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.0	71.0	71.0	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	78.8	77.0	76.2	79.1	78.8	80.3	High	Maintained	Good