



## Keeler 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.

### 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:** Students' foundational literacy skills will improve.

**Outcome One:** Students will improve in decoding skills as teachers apply literacy teaching and assessment practices. Teachers will implement targeted and explicit literacy strategies.

**Outcome Two:** Students will improve in use of Tier 1 and Tier 2 vocabulary development across subject areas.

#### Celebrations

- Students' decoding skills have improved by 15 percentage points according to the Early Years Assessment results.
- School report card data shows overall reading improvement in the "Reads to Understand" stem.
- English as an Additional Language (EAL) Learners demonstrated improved language proficiency levels through EAL benchmarking.
- Students continue to see themselves as readers and are engaged in literacy learning, as evidenced by student survey perception data.

#### Areas for Growth

- Continue building students' foundational decoding skills to address remaining gaps, as evidenced by Provincial Assessment Data indicating a remaining 26% of students still requiring additional support.
- With an overall 60% of students identified as English Language Learners, further supporting the application of Tier 1 and 2 vocabularies for students and the continued use of vocabulary learning strategies in classrooms.
- Continue to improve student engagement and confidence in literacy activities with differentiated task design and assessment.

#### Next Steps

- Adjust internal assessment data to monitor incremental progress and target specific decoding skills.
- Increase intervention frequency for students who have been identified as requiring additional support.
- Designate an EAL learning leader to further support the implementation of vocabulary learning strategies for EAL and all learners.

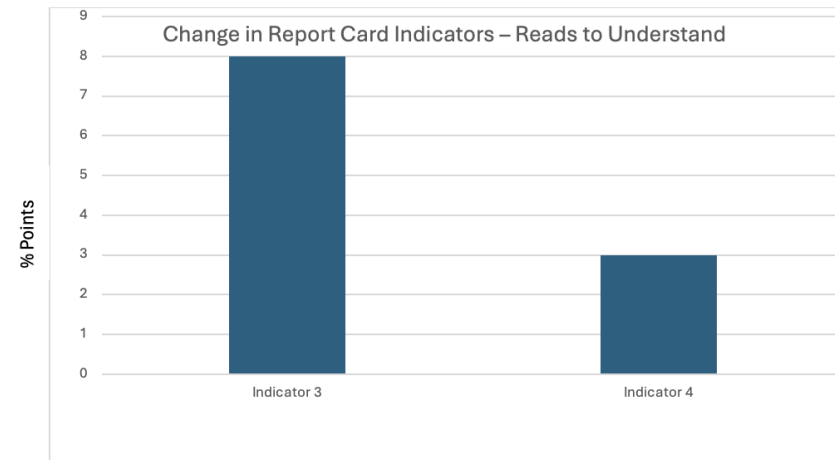
## Our Data Story:

Our school focused on improving foundational literacy skills for students, including decoding and vocabulary development. We chose to focus on these areas as data from Provincial screeners and classroom assessments, alongside report card data identified a percentage of students (32-36%) who remained at risk in literacy learning at the end of the 2023-2024 school year. In addition, in June 2024, 14% of our student population were reported as below grade level in reading, while 20% were below grade level in writing. This percentage was higher for students who are EAL Learners. We chose to focus on implementing structured literacy programming and resources to support all students in feeling successful at school while engaging with classroom content through a literacy lens. We also aimed to support our diverse student population through building students Tier 2 vocabulary (academic) and supporting Tier 1 (functional) vocabulary use through language rich classroom environments.

We used a variety of outcome measures to measure literacy achievement, including early years provincial assessment screeners, report card data, EAL proficiency levels, and internal data tracking using the Words Their Way screener. We correlated this data with student voice using the CBE Student Survey. In our June 2025 report card data, we noted the following:

### January 2025 to June 2025 Report Card Data

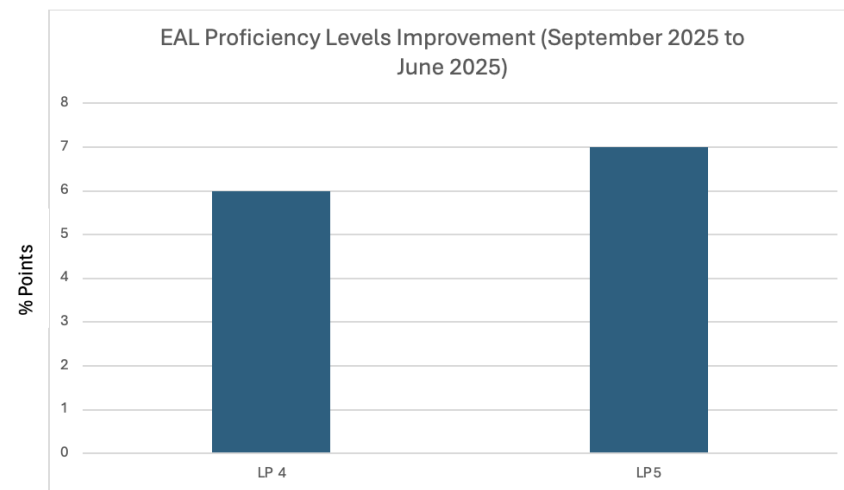
Report Card Indicators – Reads to Understand		
	January 2025	June 2025
1	13%	13%
2	40%	33%
3	24%	32%
4	6%	9%
ELL	13%	9%



Report Card indicators showed a positive increase from January 2025 to June 2025. We noticed that students who were assessed at a 2 (basic) understanding on the Reads to Understand report card stem declined by 7%, resulting in an increase of students achieving 3 (good) or 4 (excellent) indicators. We also noticed that students who received an ELL indicator decreased by 4% in June indicating they were able to access grade level content. This demonstrates that, through intentional literacy instruction, our students experienced growth in their application of foundational reading skills and in developing their language proficiency as it relates to reading achievement. A question that arose from this data set is in the percentage of our students who are being assessed at a 1 (not meeting) indicator, which remained consistent. We used additional outcome measure data to explore this at a more granular level.

### Keeler Additional Outcome Measures

Early Years Screening (CC3)	Jan to June 2025	Improvement
Grades K-3 students who require additional supports	41% to 26%	+15
CBE Student Survey	Jan to June 2025	Change
"I understand what I read"	94% to 96%	+2
"I have the opportunity to learn with different people in different spaces to improve my reading and writing skills"	40% to 49%	+9
"My reading and writing skills help me achieve my future goals"	79% to 87%	+8
Words Their Way Screening Test	Percentage	
Grades 4-6 students with improved scores	+71 %	



We discovered that EAL Proficiency Levels also demonstrate an increase in students' language development, as the number of students assessed at English language proficiency levels (LP1, LP2, and LP3) decreased, while the number of students assessed at higher language proficiency levels (LP4 and LP5) increased. This shows that our high percentage of EAL Learners (60%) are benefiting from intentional decoding and vocabulary instruction. In addition, we noted improvements in students' foundational skills as demonstrated by

screening assessment data. There was a decrease in the number of students in Kindergarten – Grade 3 who require additional supports and a 71% of Grades 4-6 students showed improvement in decoding and encoding skills. Student Survey perception data demonstrated students believe they understand what they read and are aware of intentional strategies to support their literacy across different classrooms with different people. This is significant because high confidence supports a willingness to engage in continued learning.

Overall, our data story demonstrates that the literacy learning strategies we have employed are effective and having a positive impact on student learning. It also shows growth in students' engagement, as well as understanding and use of foundational literacy skills which includes significant improvements for EAL learners. However, as evidenced by CC3 data indicating students still requiring additional supports, as well as the high percentage of EAL learners at Keeler School, decoding and vocabulary remain areas for improvement along with a focus on encoding skill development. Next steps include increasing targeted intervention supports and strategies; this will be essential to supporting further growth in literacy for our students.

# 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	Keeler 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>	85.6	73.0	81.8	83.9	83.7	84.4	High	Maintained	Good
	<a href="#">Citizenship</a>	68.2	68.6	80.2	79.8	79.4	80.4	Low	Declined Significantly	Concern
	<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="#">PAT6: Acceptable</a>	n/a	55.6	60.7	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	1.4	3.4	n/a	19.8	18.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.7	88.5	93.9	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	72.6	67.7	82.5	84.4	84.0	84.9	Very Low	Declined	Concern
	<a href="#">Access to Supports and Services</a>	78.1	74.3	82.9	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	73.1	54.0	74.9	80.0	79.5	79.1	Low	Maintained	Issue