Glenbrook 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: Student achievement in Literacy will improve.

Outcome One: Students' written communication will improve through responsive feedback from teachers.
Outcome Two: Building teacher capacity in task design specific to writing instruction will increase student achievement and engagement.

Celebrations

- Writing progress made during the year: 65.26% of students achieving at basic, good or excellent in June 2025 as compared to 62% in January.
- The number of students receiving levels 2,3 and 4 increased throughout the year on common writing assessments between samples 1 and 3.
- 100% of students are satisfied with the overall quality of education. - Alberta Education Assurance Survey
- Student levels of engagement in writing have increased by 17% based on the CBE Student Survey results.
- The number of students who could identify that they received formative feedback on their writing increased. - CBE Student Survey

Areas for Growth

- Building students' writing skills including connecting reading to writing, connecting writing to meaning, and building student metacognition.
- Improving student stamina and engagement as active participants in their writing through feedback and explicit teaching strategies.
- Increase student self-regulation in order to increase metacognition and students' ability to set goals related to understanding writing.

Next Steps

- 6 week writing assessment cycles for all students with a locally developed tool that is based on the ELAL curriculum outcomes to track incremental student progress and a standard set of writing skills.
- Using reciprocal reading-writing connections, journal/daily writing opportunities to build student engagement and stamina
- Strengthen the connection between explicit writing skills and student engagement.

Our Data Story:

Glenbrook School's 2024-2025 School Development Plan centered on the relationship between explicit teaching focused on writing instruction including responsive feedback and student ability to engage as active learners. Through professional conversations, teachers noted that many students at Glenbrook School lacked confidence in their ability to write and did not have the stamina to persevere with writing tasks. By scaffolding skills and strategies, and using differentiated instruction to meet student needs, writing becomes accessible for all learners. When ongoing formative feedback is provided to learners about their writing (teacher to student – student to student), it drives students to grow as writers, knowing what to do next, and how to do it. By creating a culture of risk-taking in our students, student engagement will increase as students feel more confident to take risks and try new things they have learned. By engaging teachers in professional learning directly associated with teaching the components of writing, there is a direct impact on student success. Teachers collaborated in professional learning communities and team planning sessions to design and refine writing activities that explicitly embedded feedback from three sources – teacher, peer and the use of student self- assessment.

This work emphasized repeated opportunities for learners to practice and consolidate literacy skills and knowledge using common writing assessments, embedding direct instruction on writing skills, and using examples of writing as models for students in an on-going manner where they would revisit and continue these skills. When teachers planned activities that were scaffolded, with a step-by-step writing process and multiple entry strategies where students felt confident to engage, their overall writing scores increased. By the end of the school year, growth was shown in all students in their ability to apply writing strategies and knowledge.

- By scaffolding skills and strategies, the following areas were targeted:
  - Providing ongoing formative feedback
  - Creating a culture of risk-taking
  - Engaging teachers in professional learning to support students with high impact strategies directly related to writing instruction

100% of students are satisfied with the overall quality of education.

| **60.7%** increase in students meeting acceptable standard overall from 34.9%.	PAT results Alberta Education Assurance Survey

Report Card Data from January 2025 to June 2025 shows a decrease of 3% in indicator 1 indicating improvement in students' ability to apply skills to their writing. In addition to this, 3% of students received an indicator of 2, 3 or 4 growing from 62.88% → 65.26%. Report Card data from January 2025 to June 2025 shows a decrease of 3.43% (20.80% → 17.37%) in the use of EAL report card indicator showing a positive trend and suggesting improved language understanding in writing.

Through our Professional Learning Communities (PLC), it was found that growth in student writing is linked to intentional teacher instruction and feedback. As teacher clarity improved, student engagement improved. The data aligns with classroom observations and formative assessments gathered throughout the school year, including divisional common writing assessments. There was an emphasis on direct instruction, modeling, and use of mentor texts. As teachers used high impact strategies such as scaffolding and differentiation through sentence stems, frames, and color-coding to support learning, teachers noted a rise in student risk-taking and confidence across grades.

During PLC cycles, teachers created common assessments for writing. Teachers then calibrated to assess the writing samples. This collaboration builds cohesion across the grade team, ensuring that all student writing work was assessed accurately and fairly. Common assessments were given to students three times throughout the year. Once these writing samples had been assessed, teachers focused intervention lessons to address any gaps in learning and taught these consistently followed by a second and then third common writing assessment. Overall, gains were made during assessment cycles over the year in student achievement at levels 4, 3, and 2, which correlates with fewer students achieving a Level 1 indicator.

This matches Spring CBE Survey results where 72.22% of students indicated they knew what to do next to improve their writing skills. With more value placed on slowing down instruction and focusing on the planning phase (which makes up 80% of writing) 78.12% of students responded that Language Arts was more interesting to them on the Alberta Education Assurance Survey.
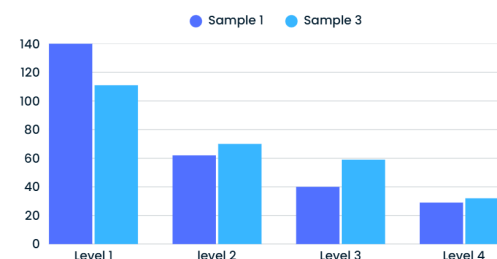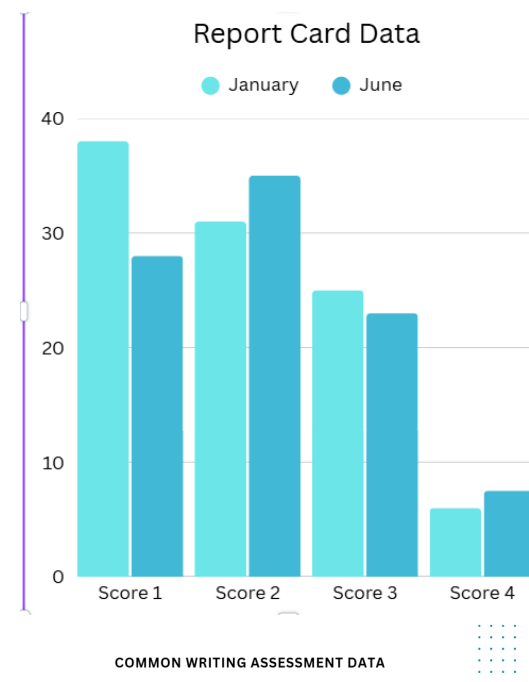
Teachers also noted growth in use of descriptive vocabulary, sentence fluency, detail, and organization with greater student independence in planning and revising their writing.

Key Insights for Student Success and Next Steps for Glenbrook School: While continued progress is evident, some students are still requiring further support as data shows more Division 1 students are at a beginning level of understanding in their writing. Data shows that 52% of all students across both Division 1 and Division 2 are developing writing skills at a slower pace, remaining at the emergent or developing levels.

CBE SURVEY RESULTS ● 2023-2024 ● 2024-2025

	2023-2024	2024-2025
My Reading and Writing skills help me achieve my future goals.	81	79
I have the opportunity to receive feedback from others to improve my writing.	37	40
I am a good (competent) writer.	67	67
I know what to do next to improve my writing skills.	79	72

Survey data also highlighted the importance of students being active participants who are engaged in their writing with 67% of students feeling that they are good or competent writers.

Together, these results suggest that while explicit instruction supports skill growth, students also need richer opportunities to connect writing to meaning and motivation. As we move forward, Glenbrook's work will continue to strengthen the connection between explicit writing skills and student engagement by using SRSD Online: focused on teaching different genres of writing using explicit instruction, self-regulation, metacognition, and social-emotional learning. Teachers will continue to build students' writing stamina and independence by providing opportunities to write more often such as within all content areas, through modelling of the writing process, through the building of reciprocal reading-writing connections, and using response journals/journals to capture student daily writing. These actions will support students to take more risks when writing and feel confident in their abilities as they apply new learning or refine their skills. Celebrating student writing examples with peers and the teacher through conferencing to obtain feedback, and by teachers modelling their own writing steps, student understanding will be enhanced. This will continue to encourage student risk-taking by engaging in feedback cycles and applying their learning when taking part in writing activities.
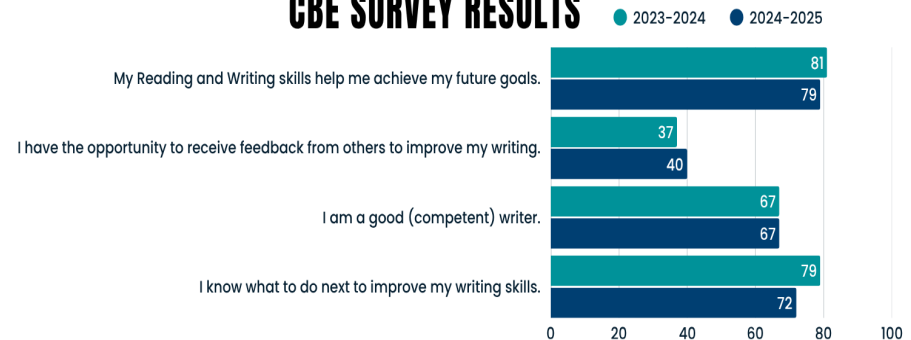
Required Alberta Education Assurance Measures (AEAM) Overall Summary

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	Glenbrook 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	86.2	86.6	84.5	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.5	73.9	73.2	79.8	79.4	80.4	Very High	Improved	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	60.7	47.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	3.6	5.3	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	97.4	88.4	91.7	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	76.5	79.7	84.4	84.0	84.9	High	Improved	Good
	Access to Supports and Services	86.9	78.5	81.5	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	78.5	80.7	81.5	80.0	79.5	79.1	Intermediate	Maintained	Acceptable