Evergreen School

367 Everstone Drive SW, Calgary, AB T2Y 0L3 t | 403-777-6288 f | 587 933-9812 e | evergreen@cbe.ab.ca

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 literacy will improve

Outcome One: Through the intentional design of the learning environment and explicit instruction in linguistic vocabulary, all students will improve in literacy and well-being.

Outcome Two: Through targeted professional learning, teacher capacity to address the language learning needs of all learners, particularly English as an Additional Language (EAL) learners, will improve.

Celebrations

- **Report Card Data:**
  - Evergreen students showed a strong shift into higher-level reading skills, with the percentage of students achieving excellence (indicator 4 on the report card) increasing from 19.46% to 26.73% (+7.27%). The English as an Additional Language (EAL) cohort of students demonstrated the most substantial gains, with the percentage of students achieving an indicator of 3/good achievement rising from 6.67% to 31.96% (+25.29%) and the percentage achieving an indicator of 4/excellent achievement increasing from 13.33% to 21.13% (+7.8%).
  - In writing, Evergreen students demonstrated meaningful improvement, with the percentage of students achieving excellence (indicator 4) increasing from 10.46% to 26.73% (+16.27%). EAL learners again showed significant progress, with the percentage of students achieving excellence (indicator 4) rising from 7.34% to 21.13% (+13.79).
- **Alberta K-12 English as an Additional Language Proficiency Benchmarks:** Students across grades 1–5 demonstrated consistent growth in language proficiency (LP), with average LP levels rising in all grades. The proportion of students achieving LP4–5 also increased notably across grades.
- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** The percentage of Grade 4 and 5 students meeting benchmark expectations in core vocabulary increased from 59.3% in September to 74.7% in June, while the number of students requiring strategic and intensive support decreased.
- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** By year-end, there was clear growth in teacher knowledge and practice around teaching linguistic vocabulary; many teachers moved from an emerging understanding to a clear and confident grasp of vocabulary instruction. Instruction shifted away from basic contextual teaching toward authentic, embedded approaches that connect vocabulary to reading, writing, and real-world applications.

Areas for Growth

- **Report Card Data:** The proportion of students not yet achieving grade level (indicator 1) in reading and writing, especially among Indigenous students and students formally identified with special education needs (SPED), remains significantly higher when compared against all students (Reading overall cohort: 3.41% in January → 3.00% in June (slight improvement). SPED, and Indigenous cohorts remain significantly higher (Indigenous: 12.5% unchanged; SPED: 6.15% in January → 5.88% in June).
- **Alberta K-12 English as an Additional Language Proficiency Benchmarks:** Across the grades, the data highlights a continued need to strengthen foundational literacy and expressive language skills, particularly in the areas of writing, reading comprehension, and oral fluency.
- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** A small group of learners with Individualized Program Plans (IPPs) did not demonstrate measurable growth.

- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** While significant progress has been made in teacher knowledge, instructional practice, and assessment strategies, continued focus is needed to support teachers at foundational levels and deepen authentic vocabulary integration.

Next Steps

- *Report Card Data*:
  - Monitor trends regarding students who are not yet achieving grade level (indicator 1) to ensure early literacy gaps are closing.
  - Provide targeted interventions for students formally identified with special education needs (SPED) and Indigenous students to improve proficiency and reduce the number of students not yet achieving grade level (indicator 1) in reading and writing.
- **Alberta K-12 English as an Additional Language Proficiency Benchmarks:**
  - Implement targeted scaffolding and differentiated instruction in writing and reading, and integrate structured oral language and listening activities across grade levels.
  - Focus professional learning on enhancing strategies for expressive language development and academic vocabulary.
- **CBE Reading Assessment Decision Tree – Core Vocabulary Screening Test (Gr. 4-5):** Strengthen targeted vocabulary instruction by maintaining a consistent small-group vocabulary program for students requiring intensive supports.
- **School-Based Survey: Teacher Practice Continuum for Teaching Linguistic Vocabulary:** Provide targeted professional learning and coaching for teachers at the foundational level to advance their practice and continue to model and share best practices for authentic vocabulary instruction, encouraging collaboration and peer mentoring.

Our Data Story:

The key goal of the Year One Evergreen School Development Plan was to improve student achievement in literacy. This goal was grounded in the belief that intentional design of the learning environment and explicit instruction in linguistic vocabulary would enhance both literacy and well-being for all students. Additionally, the plan focused on building teacher capacity through targeted professional learning, particularly in addressing the language learning needs of all students, with a specific emphasis on supporting English as an Additional Language (EAL) learners. Together, these priorities aimed to strengthen both student outcomes and instructional practices across the school.

Success for Evergreen School's Development Plan was defined by measurable improvement in students' literacy achievement and language proficiency. Specifically, students would demonstrate growth in their ability to *read to explore and understand,* and *write to express information and ideas*, as reflected in report card indicators. For EAL learners, success was expected to be evident through improved linguistic vocabulary across the domains of *listening, speaking, reading,* and *writing,* based on the Alberta K–12 EAL

Proficiency Benchmarks. Key metrics included report card data, EAL vocabulary benchmarks, and the Teacher Practice Continuum survey, which together provided a triangulated view of student achievement and teacher growth. Foundational literacy measures such as the Letter Name–Sound (LeNs) assessment for early learners and the Core Vocabulary Screening Test for Grades 4–5, offered additional insight into literacy development. Collectively, these tools provided a comprehensive picture of student progress, instructional impact, and the overall effectiveness of the school's literacy and language initiatives.

Throughout the year, teachers worked intentionally to strengthen literacy instruction. Teachers incorporated explicit vocabulary teaching, sentence frames, modelled writing, and small-group guided literacy, etc. These shifts led to meaningful learning, both for students and for staff. Data analyzed from report cards showed growth in both reading and writing.

Growth in Reading: Across all student cohorts, reading achievement strengthened steadily from January to June. The percentage of students achieving reading excellence (report card indicator 4) increased from 19.46% → 26.73% (+7.27%), showing more

students moving into higher-level comprehension. EAL learners made significant gains, with indicator 3 (good) jumping from 6.67% to 31.96% (+25.29%) and indicator 4 (excellent) rising from 13.33% to 21.13% (+7.8%). This reinforces that language-focused supports directly improved comprehension and confidence. SPED students showed steady progress, with increases in both indicator 2 (basic) (29.23% → 32.35%) and indicator 3 (good) (12.31% → 14.71%), while the use of the IPP indicator declined (35.38% → 30.88%). This suggests that more students with formally diagnosed learning needs were approaching grade-level expectations. Although indicator 1/not yet achieved grade level expectations for all students decreased slightly (3.41% → 3.00%), Indigenous and SPED learners continue to be overrepresented, highlighting ongoing inequities.

Evergreen School: Reading Performance by Group (January vs June 2025)
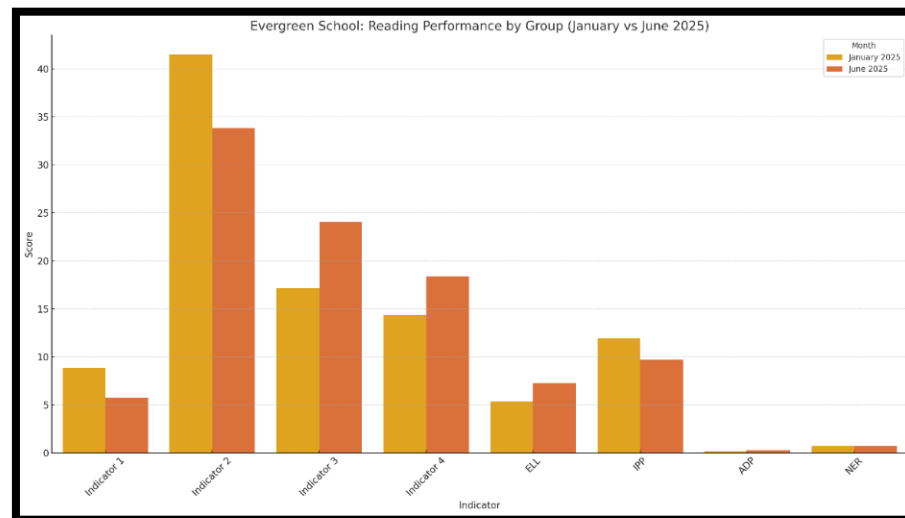
Growth in Writing: Students also made meaningful gains in writing, particularly in clarity, complexity, and stamina. Evergreen students achieving excellence (indicator 4) increased significantly from 10.46% → 26.73% (+16.27%). EAL students again showed strong performance, moving from 7.34% to 21.13% (+13.79%), benefiting from targeted vocabulary instruction.

SPED students demonstrated remarkable growth, with the percentage of students achieving excellence (indicator 4) rising from 1.54% to 13.24% (+11.7%). Indigenous learners made notable progress, with the percentage of students achieving excellence (indicator 4) climbing from 0% to 12.5%. Across cohorts, fewer students remained in early indicators (Indicator 2 decreased from 30.17% → 24.65%), suggesting more students developed the confidence and ability to clearly express information and ideas.
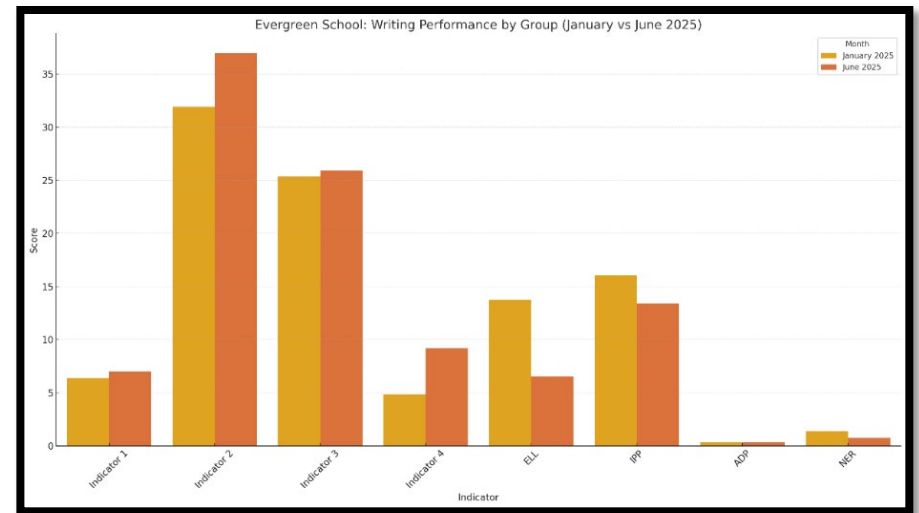

Data analyzed from the Core Vocabulary Screening Test (Gr. 4-5) revealed that the percentage of Grade 4 and 5 students meeting benchmark expectations in core vocabulary increased from 59.3% in September 2024 to 74.7% in June 2025, while the number of students requiring strategic and intensive support decreased, reflecting strong overall growth in vocabulary proficiency.
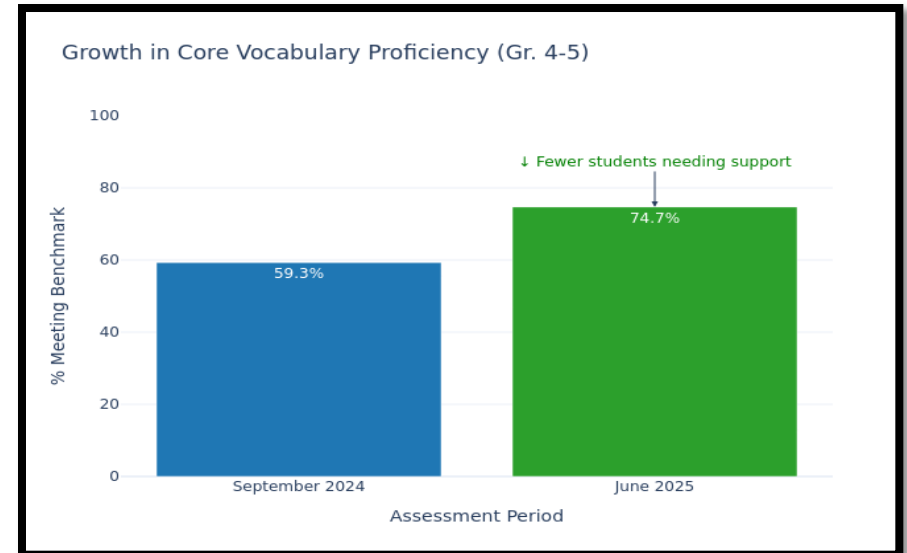
Alberta K-12 English as an Additional Language Proficiency Benchmarks data showed that students across Grades 1–5 demonstrated consistent growth in language proficiency, with average LP levels rising in all grades, with the most substantial gains observed in Grade 4. The proportion of students achieving Language Proficiency Levels 4 and 5 (LP4-5) also increased notably across the grades, reflecting strong progress in overall language development and targeted instructional impact.

Grade	Average Language Proficiency Level Increase September 2024 – June 2025	Increase from Language Proficiency Level 4 to Level 5 September 2024 – June 2025
1	Avg LP ↑ 2.14 → 2.69	LP4–5 ↑ 0% → 17.2%
2	Avg LP ↑ 2.11 → 2.67	LP4–5 ↑ 0% → 17.9%
3	Avg LP ↑ 2.10 → 2.41	LP4–5 ↑ 0% → 12.2%
4	Avg LP ↑ 2.80 → 3.55	LP4–5 ↑ 20% → 57.9%
5	Avg LP ↑ 3.17 → 3.55	LP4–5 ↑ 41.9% → 52.8%
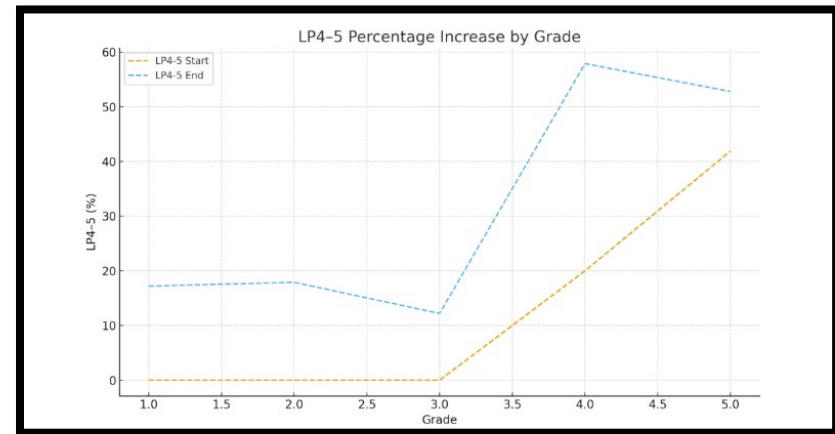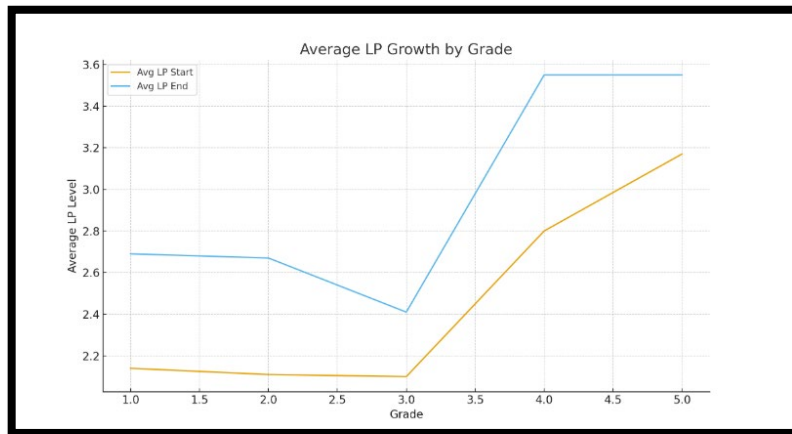
Evergreen School's June 2025 year-end data shows strong upward momentum in literacy, with clear celebrations, focused areas for growth, and actionable next steps guiding Year Two. Students demonstrated meaningful gains in reading and writing, and vocabulary proficiency was also strengthened. Students not yet achieving grade level, however, remain overrepresented in SPED and Indigenous cohorts, and foundational literacy, expressive language, and oral fluency continue to be areas requiring targeted

improvement. These insights drive next steps that include strengthened early literacy monitoring, targeted supports for SPED and Indigenous students, expanded scaffolding for expressive and written language, continued small-group vocabulary instruction, and professional learning focused on academic vocabulary and authentic instructional integration. Together, these refinements will guide Evergreen's Year Two adjustments to outcomes, measures, and instructional actions to ensure continued growth and improved equity in literacy achievement.

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	Evergreen 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	89.0	86.2	88.5	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	90.2	82.0	88.0	79.8	79.4	80.4	Very High	Maintained	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	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	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	95.0	94.5	94.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	88.6	92.5	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	77.7	71.1	76.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	86.5	88.4	82.9	80.0	79.5	79.1	Very High	Maintained	Excellent