**Bishop Pinkham 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 learning will improve through an increased sense of belonging and student's knowing themselves better as learners.

Outcome One: Student well-being will improve across French Immersion and English programs through direct instruction of Social Emotional Learning, task design and the Neurolingistic Approach to language learning.

### Celebrations

- Students reported an increase in School Connectedness and Belonging across six indicators on the CBE Student Survey from 2024 to 2025.
- Student Report Card data on reading shows that our students are continuing to achieve highly in reading assessments and Provincial Achievement Tests.
- Through school-wide implementation of Social Emotional Learning, we have seen an increase in students understanding themselves better as learners as indicated through local data measures.

### Areas for Growth

- Students reported a decrease in teachers checking in with them often about their well-being and teachers showing an interest in things students are passionate about according to the CBE Student Survey.
- 60.7% report that there is at least one adult at school who they really connect with according to the CBE Student Survey. While this is still an improvement over last year, this indicator is still lower than acceptable at our school.
- The development and integration of Tier 2 supports into task design and daily teacher practice to reach all learners.

### Next Steps

- Focus on the development and integration Tier 2 strategies to support well-being and achievement across classes through professional learning communities and collaborative response to further differentiate instruction.
- Continued integration of Social Emotional Learning into Task Design across all courses.
- Explore teacher voice and areas of passion to support professional learning.

Our Data Story:

Bishop Pinkham School's 2024-2025 School Development Plan centered on the relationship between student achievement and well-being. Middle school learners experience more growth in brain development than any other time of their school careers. Middle School is a time of self-exploration and gaining better understanding of who our students are as people and learners. To support students knowing themselves better as learners, we introduced CASEL's Social Emotional Learning Framework (casel.org) found in the CBE Student Well-Being Framework. Specifically, we focused on the first competency of self-awareness, "the skill of understanding one's own emotions, thoughts, and values and how they influence behavior across contexts." (casel.org)

Teachers built their own understanding of social emotional learning through professional learning, and immersion in the CBE Student Well-Being Framework. Teachers collaborated in professional learning communities, in Collaborative Team Meetings and in common planning meetings to integrate self-awareness into task design and the everyday language of the school. Teachers also used direct instruction of social emotional learning across homerooms and all classes to better support the students understanding themselves across multiple learning environments.

The table shows some of the positives that have resulted from this work. Students felt an increase in areas of self-awareness and belonging based on the data from the CBE Student Survey between the 2023-24 school year and the 2024-25 school year.



School Connectedness and Belonging

(Bar chart comparing Spring 2024 and Spring 2025 across the categories: I feel included at school; I feel welcome at school; My teacher(s) care about me; My teacher(s) want me to be successful; The things I'm learning in school are meaningful to me; There are high expectations for me to be successful in my learning.)

While this was a great first step in integration of SEL at Bishop Pinkham as a Tier 1 support to benefit all learners, everyday, we see a further need for teachers to develop and integrate Tier 2 strategies to support well-being and achievement across classes. This could include development of strategies through professional learning communities and collaborative response to further differentiate instruction.

Through the French and English Humanities professional learning communities (PLCs), teachers designed tasks to support student development of reading comprehension strategies. Students used new annotation techniques along with self-awareness survey questions to determine students' readiness and awareness of when to use strategies and what worked best. The integration of self-awareness into English and French Language Arts supported the overall goal of student well-being. The comprehension strategies
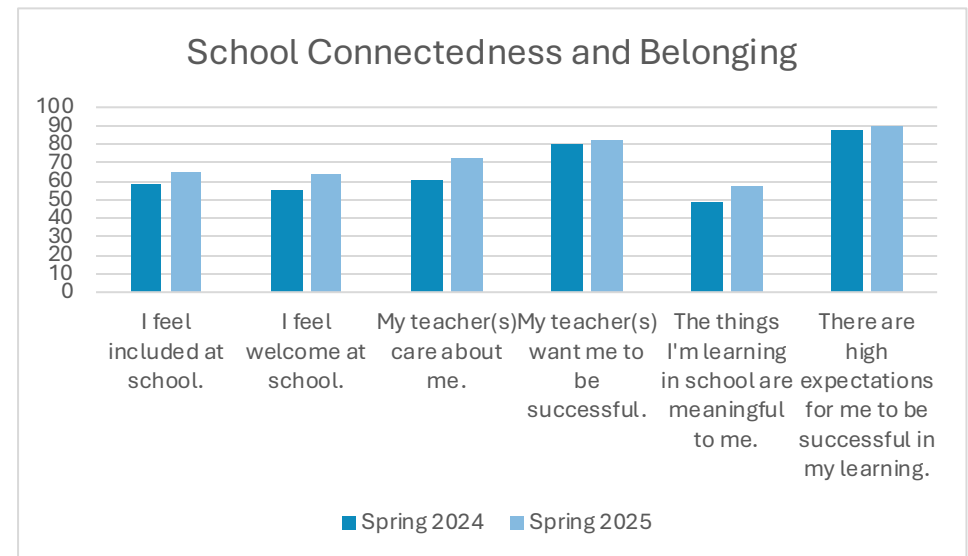
were new, but teachers report anecdotally and through local survey data that students were better able to use new strategies to support their learning.

Student achievement in Reading, according to our Report Card Indicator Data for English Language Arts (ELA) and French Language Arts (FLA) maintained similar levels of achievement from June 2024 to June 2025. Our students remain strong readers and our specific work in reading comprehension has supported this learning.
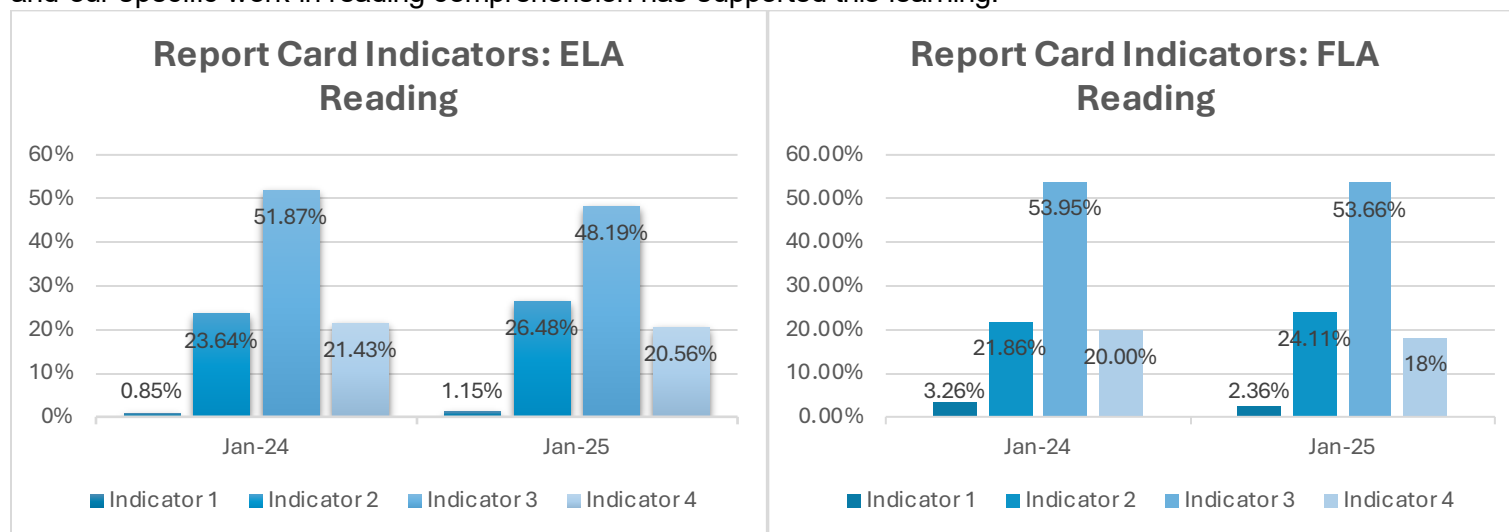


Our Provincial Achievement Tests in Reading in French Language Arts increased significantly from the 2023-2024 school year to the 2024-25 school year. The percentage of students who achieved the acceptable standard increased from 64.9% to 76.0% and the excellent standard increased from 8.2% to 15.5%. In Reading in English Language Arts, students achieved similarly between the 2023-24 and 2024-25 school year. The acceptable level decreased slightly from 92.9% to 89.2% and the excellent standard decreased from 33.2% to 26.7%, but still signifies achievement above the provincial averages.

Another outcome measure related to our goal of well-being for students was from the AEAM survey, specifically the student growth and achievement indicators to do with students' interest in school and what they are learning. In the 2023-24 school year, 65% of students reported that "the language arts that I am learning at school is interesting to me," while in the 2024-25 school year, the amount of students rose to 67%. The intention of teachers in the Professional Learning Communities French and English Humanities was to further engage students in their reading while building up their self-awareness skills. We believe that this small growth is a positive indication of the work that has been accomplished.

Insights and next steps:

Our work in the 2024-25 school year centered on how to best support students' well-being in all learning environments. As a staff, we focused on social emotional learning, specifically through direct instruction and integration of SEL throughout all school contexts. Through local student exit slip data, this focus has increased students understanding of themselves as learners as well as being able to identify with their feelings and emotions during specific learning tasks. This work had a positive impact on student well-being and learning and we plan to continue this work in Year 2 of our School development Plan. However, there are a few areas we still need to focus on based on our Perception Data from the CBE Student Survey. In the specific question of "My teacher(s) check in with me often about my well-being," students reported a decrease in positive response from 42.67% to 31.78% and in the question of "My teacher(s) show interest in things I am passionate about," students reported a decrease in positive response from 48.84% to 47.71%. We also observed that although an increase from last year of 55.48% (2024) to 60.7% (2025), not enough students are answering affirmatively to the question "There is at least one adult at school who I really connect with."

# 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 | Bishop Pinkham 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 | 79.5 | 82.3 | 83.8 | 83.9 | 83.7 | 84.4 | Very Low | Declined | Concern |
| | Citizenship | 63.1 | 63.8 | 71.7 | 79.8 | 79.4 | 80.4 | Very Low | Declined Significantly | Concern |
| | 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 | n/a | 68.5 | 67.4 | n/a | n/a | n/a |
| | PAT6: Excellence | n/a | n/a | n/a | n/a | 19.8 | 18.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | 72.9 | 75.7 | n/a | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | 15.5 | 19.3 | 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 | 77.1 | 79.6 | 83.8 | 87.7 | 87.6 | 88.2 | Very Low | Declined | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 74.2 | 73.7 | 80.1 | 84.4 | 84.0 | 84.9 | Very Low | Declined | Concern |
| | Access to Supports and Services | 62.4 | 71.7 | 76.4 | 80.1 | 79.9 | 80.7 | Very Low | Declined Significantly | Concern |
| Governance | Parental Involvement | 69.2 | 68.6 | 74.8 | 80.0 | 79.5 | 79.1 | Very Low | Maintained | Concern |