

**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

Peter Lougheed 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: Using Collaborative Response and focused tiered intervention, student achievement and well-being will improve.

Outcome One: Student achievement in reading and number sense will increase in the following areas: disciplinary literacy, morphology, vocabulary, procedural fluency.

Outcome Two: Students overall sense of well-being will improve through the use of universal supports.

Celebrations

- *Students' reading skills show incremental growth when the data from Words their Way and the Maze is considered.*
- *Reading report card data shows comparable achievement in Reads stems when PLS, Area 4 and CBE are compared.*
- *Student perception of their skills as readers and mathematics learners are positive.*
- *Eudaimonic and Hedonic senses of well-being are comparable to the national norms showing that students have a sense of purpose at PLS.*
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Areas for Growth

- *Building students' reading comprehension through explicit literacy instruction including morphology.*
- *Developing students' proficiency in procedural fluency with skills, number talks and collaborative tasks designed to improve achievement in number sense.*
- *Increase opportunities for each student to see their life's aspirations in their daily learning.*
- *Promote connectedness and belonging through shared community learning through Indigenous Spirit, Diversity Committee and Student Council.*

Next Steps

- *Twice-weekly literacy blocks for Grade 5 and 6 students that will incorporate flexible groupings in response to student need*
- *Friday support embedded in timetable from CTF/FPA team to facilitate interdisciplinary learning opportunities for students*
- *Coaching via LLs for all mathematics teachers to utilize high impact strategies to ensure low-floor/high ceiling tasks for all mathematics learners*
- *Fostering a sense of belonging through Student Diversity Committee and Indigenous Spirit work*
- *Offering a robust and rich extracurricular program including fine arts, STEM and athletic*

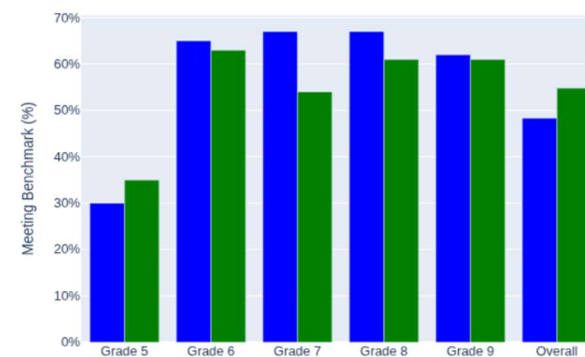
Our Data Story:

The 2024-25 School Development Plan at Peter Lougheed School was informed by identified needs in the areas of literacy, numeracy and well-being. We sought meaningful opportunities for students to see themselves in their learning, to develop supporting relationships with both peers and adults in the building, and to foster both responsiveness and a sense of belonging in our intentional daily and long-range planning for students.

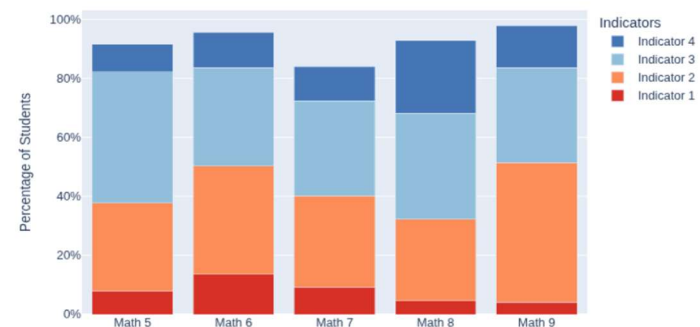
Collaborative Response cycles grounded in disciplinary literacy supported acquisition of Tier 2 (academic) vocabulary and also encouraged content area teachers of Social Studies and Science to consider ways in which to most effectively teach specialized vocabulary. We leveraged the expertise of our EAL strategist to work with a dedicated group of teachers who brought the transferable knowledge back to their partners and teams.

Our in-house numeracy assessments informed our decisions around long-range planning and included Professional Learning Community discussions around key foundational skills needed, opportunities for spaced practice, and strategies to foster rich, student-centred discussions around mathematics. Throughout the year we saw a 56.85% increase in achievement on our PLS numeracy diagnostics aligning with our June 2025 report card data for number.

CORE Maze 2024–25 Benchmark Data: Fall vs Spring



June 2025 Report Card Data: Number Sense Indicators by Grade



PLS staff engaged purposefully in the Middle Years Learner Series with a complement of teachers from Humanities, Math, Science, Complementary and Physical Education/Health attending the breakout sessions offered. Teachers were provided with time following the breakout sessions to collaborate together and reflect on progress and areas of growth for their practice. With respect to Well-Being, we are tracking Fall 2024 data compared to Fall 2025 data for student reported senses of eudaimonic (sense of purpose) and hedonic (pursues activities that are fun and interesting) well-being. To this end, we built out two groups of key teachers, Indigenous Spirit and Diversity Committee to intentionally plan for and recognize Dates of Significance throughout the year. We also offered rich learning opportunities for students including guest speakers and off-site activities as well as daily classroom activities.

PLS professional learning and development is grounded in the Teaching Effectiveness Framework, which is used to identify staff areas of strength and growth throughout the year during our Tier 1 and Tier 2 Collaborative Response Meetings: Planning, Professional Learning Community, Collaborative Team Meeting. By putting student data at the centre of these meetings, we ensure that we are attending to the literacy, numeracy and well-being needs of all students whether they access universal, targeted or intensive supports.

As a leadership team, we include our layered meeting work through a cycle of leadership meetings that include operational, an administrative professional learning community focussed on developing teacher capacity and Collaborative Response team meetings with a disciplinary literacy focus.

OURSchool	Fall 2024 – Secondary (Grades 6-9)	Fall 2025 – Secondary (Grades 6-9)
High Sense of Belonging	PLS: 70% Canadian norm: 65%	Data to come (survey closes November 28)
Students with Positive Relationships	PLS: 71% Canadian norm: 76%	"
Eudaimonic Well-Being	PLS: 75% Canadian norm: 63%	"
Hedonic Well-Being	PLS: 87% Canadian norm: 90%	"

OURSchool	Fall 2024 – Elementary (Grade 5)	Fall 2025 – Elementary (Grade 5)
High Sense of Belonging	PLS: 73% Canadian norm: 72%	Data to come (survey closes November 28)
Students with Positive Relationships	PLS: 80% Canadian norm: 81%	"
Eudaimonic Well-Being	PLS: 76%	"
Hedonic Well-Being	PLS: 93%	"

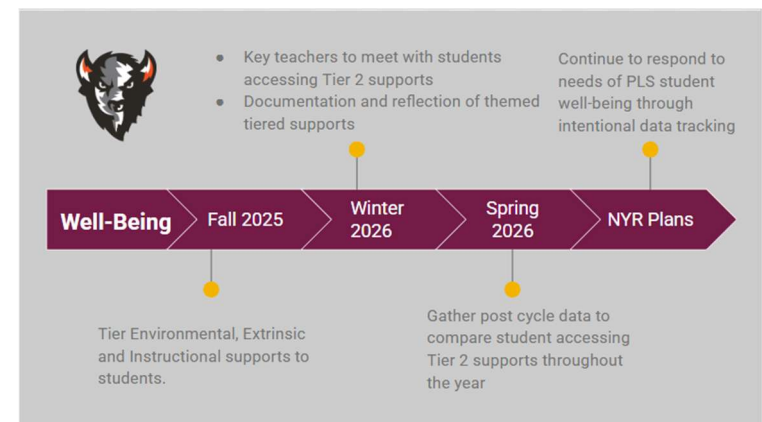
Insights and Next Steps

In Literacy, Peter Loughheed School continues to use the Reading Assessment Decision tree to assess students' reading skills. We determine next steps for students not meeting benchmark which may include intensive intervention groups led by our literacy learning leader or created through grade-level flexible groupings. To facilitate this, we protected twice-weekly literacy intervention blocks in Division 2 classrooms that prioritize time for UFLI and guided reading.

With respect to our Numeracy plans, we have adjusted our end of year diagnostics to include additional curricular content covered at a basic level in the current grade. We have key teachers engaged in work at Peter Loughheed School to further reinforce common language in mathematics learning as well as opportunities to co-create project work that is grounded in the lived student experience and that translates to lifelong learning and career opportunities.

Well-being is at the forefront of our planning at Peter Loughheed School. As a staff, we have worked on tiering supports to students as related to the environmental, extrinsic and instructional motivation school experience. We are incorporating student voice into developing plans for students who may continue to benefit from either the addition or reduction of targeted supports. This work also applies to universal supports accessed by students as we have developed a school-wide common language around our continuums. We have also continued to schedule our Fridays as Connect Days which allows for flexibility in instruction and facilitate school-wide events such as assemblies.

Through these consistent strategies, Peter Loughheed's focus is to improve achievement in literacy and numeracy for all students, as well as provide opportunities for each student to grow as a community member who feels a sense of belonging and connectedness at school.



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	Peter Lougheed 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	87.9	84.6	85.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	66.0	60.9	68.5	79.8	79.4	80.4	Very Low	Maintained	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
	PAT9: Acceptable	49.7	48.3	55.9	62.5	62.5	62.6	Very Low	Declined	Concern
	PAT9: Excellence	6.5	4.7	6.6	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.1	81.1	85.0	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.0	67.6	73.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	82.0	75.9	78.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	65.4	68.8	73.3	80.0	79.5	79.1	Very Low	Maintained	Concern