

**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

**Taradale 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 engagement will improve through intentional task design.*

**Outcome One:** *Teachers will demonstrate proficiency in embedding targeted literacy and numeracy outcomes into task designs.*

**Outcome Two:** *Through engaging and meaningful task design, students will show increased participation, resilience, and connection.*

#### Celebrations

- **Student growth across all literacy screeners:** LeNS NRAS increased from **60.47%** → **64.54%** and CC3 NRAS from **64.82%** → **71.1%**, indicating stronger decoding, fluency, and comprehension.
- **Improved numeracy understanding:** Students *Requiring Additional Support* decreased from **30.45%** → **23.3%**, showing better conceptual reasoning and application.
- **Attendance progress:** The percentage of students with >10% absenteeism dropped from **59.07%** → **54.69%**, reflecting stronger student–teacher connections and caring outreach.
- **Cultural and community engagement:** A week-long residency with **Elder Shirley Hill** strengthened belonging, respect, and community identity.
- **Emerging collaborative culture:** Staff began aligning task design and assessment practices, supported by EAL-focused strategies and shared planning structures.

#### Areas for Growth

- **Consistency in collaborative planning:** Continued need for common approaches to task design, assessment, and use of diagnostic data.
- **Deepening student engagement:** Ensure learning tasks consistently invite student voice, choice, and ownership across all classrooms.
- **Language-rich instruction:** Continue to strengthen integration of oral language and vocabulary supports for EAL learners.
- **Attendance and readiness:** While improved, chronic absenteeism and extended absences continue to impact learning continuity and achievement.

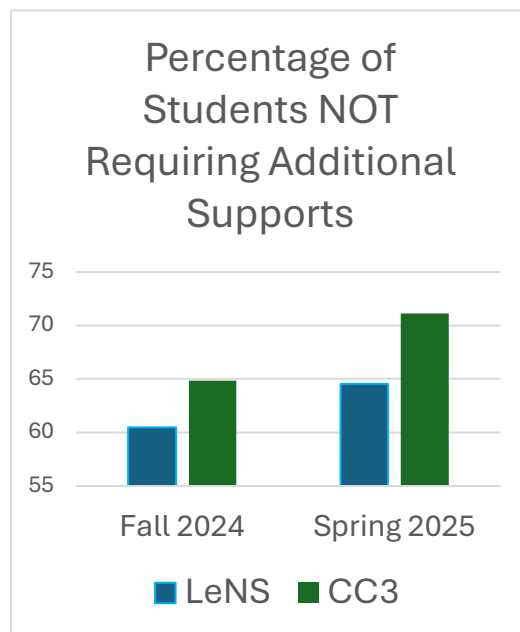
#### Next Steps

- **Outcomes:** Continue to focus on *student engagement through intentional task design* with an added emphasis on *collaborative planning and assessment for literacy and numeracy growth*.
- **Outcome Measures:** Monitor percentage of students not requiring additional supports on literacy and numeracy screeners, attendance data, and student engagement indicators.
- **Professional Learning:** Target collaborative inquiry cycles, data-informed instruction, and language development strategies.
- **Structures & Processes:** Sustain school-wide planning, team collaboration time, and regular data review cycles.

## Our Data Story:

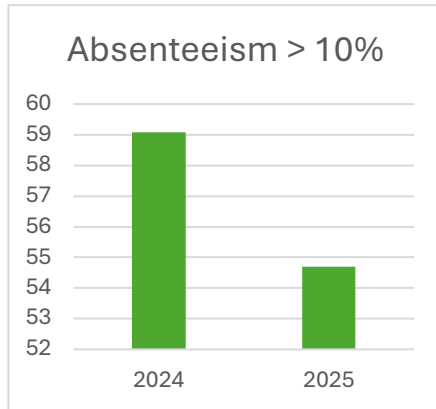
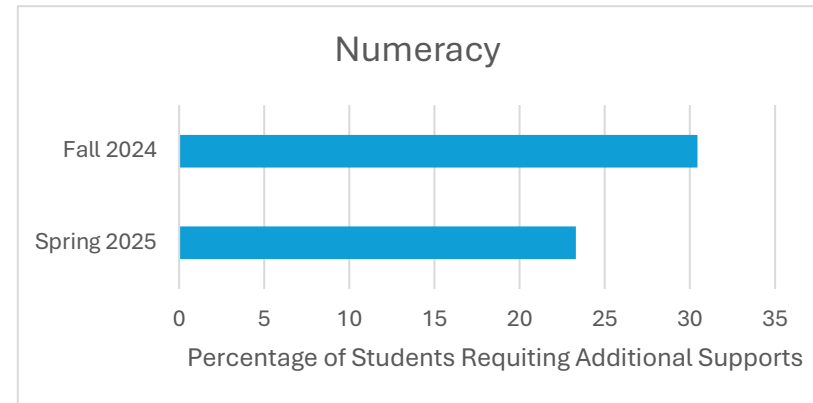
Taradale School is a vibrant, culturally rich K–4 learning community where diversity and multilingualism shape both identity and instruction. Over 70% of students are identified as English as an Additional Language learners, with over one-third in the early stages of proficiency (LP1–LP2). Enrolment remained fluid throughout the year, as Taradale is a closed school with frequent transitions, contributing to an overall year-to-date absence rate of 15.89%. Within this complex context, staff remained deeply committed to ensuring that every student experienced belonging, challenge, and success.

Our 2024–25 School Development Plan focused on improving student engagement through **intentional task design**. Teachers worked to embed targeted literacy and numeracy outcomes into rich, engaging learning experiences, supported by collaborative planning, formative assessment, and targeted EAL strategies. This focus aligned strongly with our community's belief that learning should be joyful, meaningful, and accessible to all learners.



Throughout the year, teachers began developing shared practices for planning, assessment, and data-informed instruction. Diagnostic evidence across literacy screeners revealed steady, measurable growth. LeNS results showed the percentage of students *not requiring additional support* increased from **60.47% in fall to 64.54% by June**, a 4.07-point improvement, with the most significant gains in Grade 1, where over 72% of students achieved benchmark expectations. CC3 results indicated improved reading fluency and accuracy, with *not requiring additional support* increasing from **64.82% in fall to 71.1% by spring**, a 6.3-point gain overall. Students demonstrated stronger decoding, vocabulary, and automaticity — critical foundations for comprehension. PAST and RAN results also showed upward movement, with most students advancing at least one risk level over the year, reflecting strengthened phonological awareness and speed of recall.

Numeracy data revealed parallel progress. Across all grades, the percentage of students *requiring additional support* decreased from **30.45% in November to 23.3% in June**, representing a 7.15-point improvement. The strongest growth occurred in Grades 1 and 2, where students increasingly demonstrated confidence in applying number sense, patterning, and operational fluency. These improvements reflect both the impact of explicit instruction and the growing consistency of task design across classrooms.



The connection between academic success and belonging was also evident in improved attendance and student engagement. Staff made deliberate efforts to greet every student each morning with warmth and curiosity, ensuring each child felt seen and valued. When absences occurred, follow-ups were grounded in care and curiosity, not compliance. These small but intentional actions helped rebuild trust and connection: the proportion of students with absences over 10% decreased from **59.07% in 2024 to 54.69% in 2025**, marking a meaningful improvement in student presence and readiness to learn. Teachers reported calmer transitions, stronger relationships, and a renewed sense of community in classrooms.

Taradale also continued to deepen its commitment to belonging and reconciliation. A week-long residency with Elder Shirley Hill invited students and staff to connect with Indigenous teachings through story, song, and land-based learning.

Collectively, the data tells a story of resilience and growth. Despite complexity, shifting enrolment, and high linguistic diversity, Taradale students demonstrated tangible gains in foundational skills, and staff continued to build professional alignment around effective, engaging, and inclusive instruction. Families and community members remain strong partners in this shared journey of learning and care.

## Insights and Next Steps

Taradale's 2024–25 results highlight several key insights:

- **Intentional task design** directly contributed to increased engagement and measurable academic growth in literacy and numeracy.
- **Explicit instruction and structured oral language routines** had a clear positive impact for multilingual learners.
- **Belonging strategies**—such as daily greetings and compassionate attendance follow-up—helped strengthen school connectedness and reduce chronic absenteeism.

Moving into 2025–26, Taradale will continue to strengthen **collaborative planning and assessment practices** to deepen consistency across classrooms. The focus will remain on improving engagement and achievement in literacy and numeracy through shared professional learning, purposeful task design, and responsive instruction. Work has begun grounded in the Seven Sacred Teachings, which now guide daily interactions, celebrations, and classroom culture. These teachings have become touchstones for how students and staff learn together — emphasizing respect, love, courage, honesty, wisdom, humility, and truth in all learning spaces. Building on this year's progress, Taradale will continue to nurture a culture where every student is known, supported, and empowered to succeed.

# Required Alberta Education Assurance Measures (AEAM) Overall Summary

## Spring 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	Taradale 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>	85.7	87.3	88.2	83.9	83.7	84.4	High	Maintained	Good
	<a href="#">Citizenship</a>	81.0	84.7	84.4	79.8	79.4	80.4	High	Maintained	Good
	<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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	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>	87.0	93.3	91.7	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	84.5	88.9	88.3	84.4	84.0	84.9	Intermediate	Declined	Issue
	<a href="#">Access to Supports and Services</a>	78.0	82.2	81.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	67.8	82.2	82.6	80.0	79.5	79.1	Very Low	Declined	Concern