



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

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-2024 School Goals

Literacy

- Making meaningful choices

Mathematics

- Recognizing and responding to patterns in daily living experiences

Wellbeing

- Increasing the range of regulation strategies used to show readiness for learning

Our School Focused on Improving

Literacy | Making meaningful choices

This was established as a priority because:

- Parents and teachers have consistently identified communication as their top learning priority for students, and
- The ability to express one's needs, wants, feelings and preferences is key to long-term quality of life.

Mathematics | Recognizing and responding to patterns in daily living and learning experiences

This was established as a priority because:

- Patterned daily routines and learning tasks give students a sense of safety and predictability, while improving access to new learning, and
- The ability to recognize patterns within familiar tasks allows for skills to be generalized beyond controlled learning contexts.

Wellbeing | Increasing the range of regulation strategies used to show readiness for learning

This was established as a priority because:

- Students learn best when they have a repertoire of skills and strategies for managing alertness and attention, as well as frustration, stress or distress, and
- Young people who are more regulated are happier, healthier and able to participate in a wider range of daily activities.

What We Measured and Heard

Achievement in literacy, mathematics and wellbeing will be measured through students' achievement of IPP targets.

Students' Individual Program Plans (IPPs) are the main source of learning and achievement data used to inform School Development planning.

Within the IPP documents, Priority Learning Areas identify essential areas of focus for student learning, and the strategies listed as means to support students in achieving their learning targets offer information about the range of instructional strategies used by our teachers.

A review of June 2024 IPP data indicated:

- 79% of our students met their learning targets for communication
- 80% of our students met their learning targets for regulation
- 76% of our students met their learning targets for recognizing patterns and relationships

We were delighted to have 22 students participate in the Christine Meikle Student Survey. There was high agreement with statements about their teachers liking them, feeling safe at school, liking coming to school, being able to make choices at school, having places to play and relax, liking their teachers, and having friends at school. A small number of students expressed uncertainty about whether they could ask for help at school and whether their friends were kind to them.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
In discussions with staff about the achievement of IPP targets, the staff identified an ongoing negotiation between providing support and promoting independence. Discourse focused on: • When was the teacher/educator to provide guidance, modeling or directions versus the value of	Overall, teachers, parents and students report a very high level of satisfaction with the quality of the learning experiences in our school. The establishment of structures and protocols for SLT process contributed significantly to overcoming barriers to student success.	A review of IPP data indicated that continued focus is required on: ▪ Finding effective entry points for students who do not currently use the identified communication strategy or tool at all (e.g., developing a consistent yes/no for someone who did not already have

waiting, watching and creating conditions for success when students can apply their knowledge in an independent way • When is stability the goal of the programming, and when should students be challenged • When do we keep the learning environment familiar and when is it beneficial to vary some elements to promote learning generalization	Teachers increased their toolkit of instructional strategies for supporting communication, self-regulation and recognizing patterns. Most students met their learning targets. Walking Together has become embedded in the daily working of all staff and students at our school. We are coming alongside our students in ways that are highly attuned, supportive, and responsive without being overly prescriptive or directive. Pedagogically, walking together can be understood as a respectful, reciprocal dance of assessment and instruction. Alberta Education Assurance Measures showed a significant increase in: • Student learning engagement increased by 7.9% to 100% • Citizenship increased by 2.5% to 96.9% • Education quality increased by 10.1% to 96.6% • Parental involvement increased by 7.6% to 100%	them; introducing a new communication tool) ▪ Self-regulation and student transitions—managing distress and meaningfully engaging in learning at times when students change schools or classrooms, are working with unfamiliar staff or in unfamiliar activities, or are changing from one activity to the next ▪ Determining meaningful choices for students with very small repertoires of interests and communication skills
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Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



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	Christine Meikle 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	100.0	92.1	91.3	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	96.9	94.4	93.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	0.0	0.0	0.0	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	0.0	0.0	0.0	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	*	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.6	86.5	87.2	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.1	97.0	96.0	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	99.0	98.8	92.5	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	100.0	92.4	93.4	79.5	79.1	78.9	Very High	Improved	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

