


**Rosemont 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.

**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

Goal One: *Student achievement in literacy will improve.*

Outcome One: *Student achievement in phonological awareness (K-3) and vocabulary knowledge (4-6) through explicit instruction.*

### Celebrations

- Significant reductions in the number of students requiring phonological support in Grades 1 and 2.
- Above-province PAT results highlight strong upper-division literacy outcomes.
- Consistent, measurable improvement across all literacy screening tools.
- Continue to monitor intervention fidelity and ensure consistent use of evidence-based materials.

### Areas for Growth

- Strengthen tiered vocabulary instruction across content areas.
- Provide professional learning on phonological awareness progression and advanced decoding.

### Next Steps

- Use Professional Learning Community (PLC) sessions to collaboratively review student progress data.
- Integrate culturally responsive texts and inclusive materials to foster engagement and representation in literacy instruction.
- Continue systematic progress monitoring throughout the year to evaluate the effectiveness of intervention groups.

### Our Data Story:

In 2024-25, Rosemont School focused on enhancing literacy through systematic, explicit instruction in phonological awareness for early learners (K-3) and vocabulary development for upper elementary students (grades 4-6).

At Rosemont School, we are thrilled to share the strides we are making in literacy development. In Division I, our focus on phonological awareness and in Division II on vocabulary growth has been strengthened through explicit instruction provided by system-led Literacy Professional Learning. This targeted approach equips our teachers with strategies to deliver systemic, intentional instruction that builds strong decoding skills and expands vocabular, key ingredients for enhancing reading comprehension.

Our teachers also engage in Professional Learning Communities (PLCs), coming together to collaborate, share insights, and innovate ways. Meanwhile, Student Learning Teams focus on students identified as at risk, delivering responsive, timely reading interventions tailored to individual needs.

These intentional structures and collaborative processes at Rosemont allow the collective wisdom of our staff to flourish, creating a vibrant learning environment where every student has the opportunity to become a confident, capable reader. Literacy is more than a skill; it's a journey, and we are excited to guide our students every step of the way.

To get to know our learners, staff implemented targeted small-group instruction and universal screening tools (LeNS, CC3, PAST, and CORE Vocabulary) to identify and support students requiring additional intervention. These coordinated efforts provided a clear picture of student learning and informed responsive instruction across the school.

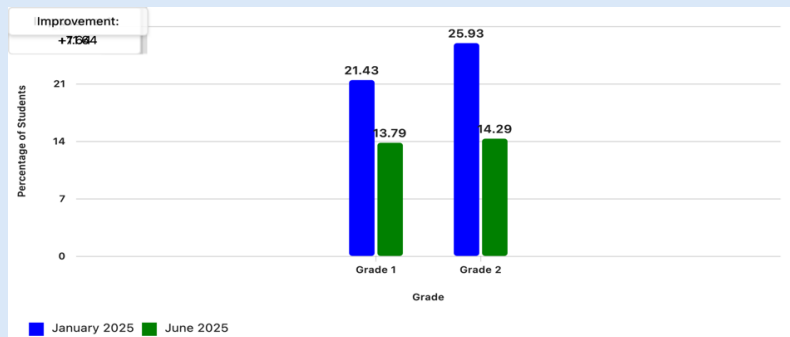
The results reveal much to celebrate. In Division 1, significant reductions were observed in the number of students requiring phonological support in Grades 1 and 2, reflecting the impact of focused early literacy instruction. Screening data from LeNS, CC3, and PAST consistently show measurable improvement across all foundational reading and phonological processing skills. In Division 2, vocabulary knowledge grew steadily across grades, with Grade 6 students demonstrating the strongest gains, particularly where explicit vocabulary instruction was integrated into content-area learning.



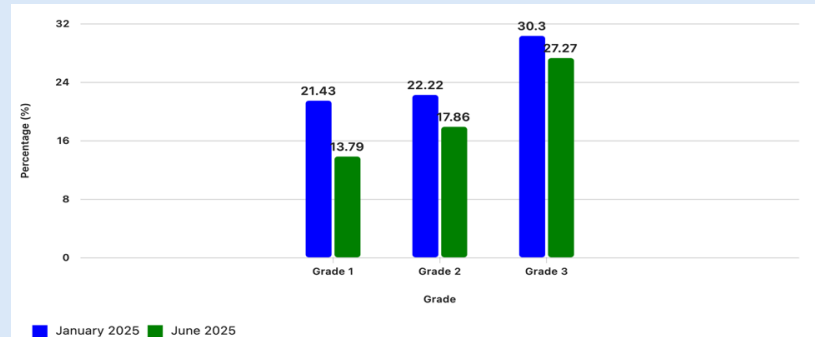
## Data to Celebrate **Evidence of Growth - Division 1 (K–3): Phonological Awareness Screener Results**

These measures assess students' foundational reading and phonological processing skills.

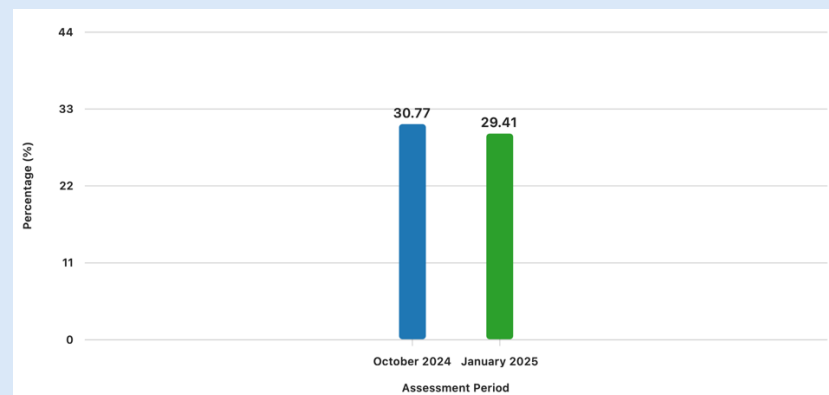
### **LeNS- Changes in % of students requiring additional support**



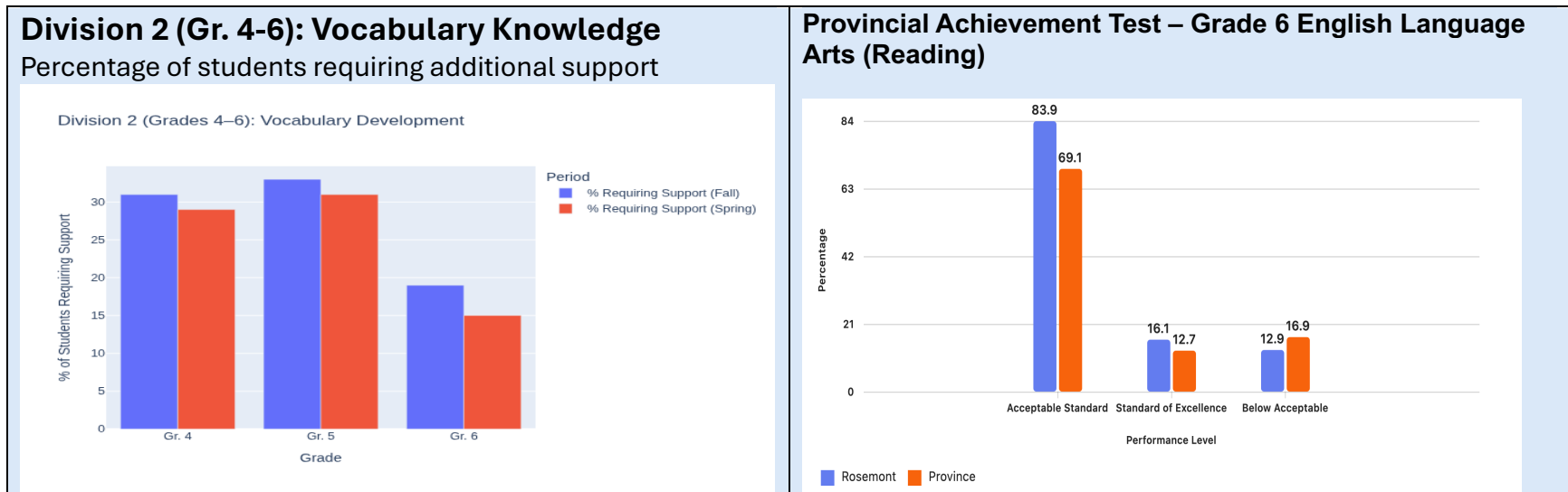
### **CC3- Changes in % of students requiring additional support**



### **PAST- Changes in % of students requiring additional support**



At Rosemont School, our focus on vocabulary development is showing measurable success across Grades 4 to 6. Using the CORE Vocabulary Screening Test, we observed a notable decrease in the percentage of students requiring additional support between pre- and post-assessments. Grade 6 stands out as the beacon of success as vocabular is more complex and they had the greatest percentage point decrease. These results indicate incremental improvements across all grades, reflecting the growing vocabulary strength of our students. The most significant gains were seen in Grade 6, where the combination of explicit vocabulary instruction and integration of content across subjects had the greatest impact on student learning. These outcomes highlight the effectiveness of targeted vocabulary interventions in building strong, lasting language skills that support comprehension and academic achievement.



Provincial Achievement Test results further highlight these successes, with Rosemont students outperforming the provincial average at both the Acceptable and Excellence standards in Grade 6 English Language Arts (Reading), validating the effectiveness of the school's literacy-focused interventions.

The Provincial Achievement Test results for Grade 6 English Language Arts (Reading) showcase Rosemont's commitment to excellence. At the Acceptable Standard, 83.9% of Rosemont students achieved success compared to the provincial average of 69.1%, demonstrating strong foundational literacy skills across the cohort.

### Insights and Next Steps:

These percentages tell a story of intentional practice and collaborative effort. Every gain represents a student who has progressed and achieved within their unique ability and readiness level. This highlights just right teaching and just right next steps to building foundational literacy skills with the goal to strengthen comprehension in reading. The collective effort builds confidence in our readers. Rosemont's results affirm that when evidence-based strategies and professional learning, high standards become the norm for all students to celebrate their incremental growth and achievement.

At the same time, the data points to opportunities for further growth. Tiered vocabulary instruction across content areas can be strengthened to ensure all students have consistent access to high-impact strategies. Professional learning focused on the phonological awareness progression and advanced decoding skills will support staff in refining instruction for students requiring targeted intervention. Maintaining intervention fidelity and ensuring consistent use of evidence-based materials remain priorities to sustain and expand student success.

To build on these accomplishments, the school will use Professional Learning Community (PLC) sessions to collaboratively review student progress data and inform instructional decisions. Literacy instruction will increasingly incorporate culturally responsive texts and inclusive materials, fostering engagement, representation, and student voice. Systematic progress monitoring will continue throughout the year, ensuring that intervention groups are effective and responsive to evolving student needs.

Rosemont's literacy data from 2024-25 tells a story of meaningful growth, evidence-based decision-making, and a clear pathway forward. With targeted support, continued collaboration, and a focus on high-impact literacy practices, the school is well-positioned to ensure all students grow as confident readers and writers.



# 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	Rosemont 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>	81.5	81.0	83.0	83.9	83.7	84.4	Low	Maintained	Issue
	<a href="#">Citizenship</a>	86.9	83.8	86.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	<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	88.9	81.9	n/a	68.5	67.4	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	37.0	23.2	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>	88.9	87.0	90.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.5	88.2	89.2	84.4	84.0	84.9	High	Maintained	Good
	<a href="#">Access to Supports and Services</a>	73.4	77.4	79.3	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	94.3	83.3	82.9	80.0	79.5	79.1	Very High	Improved	Excellent