

**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

Ranchlands 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 foundational skills in mathematics will improve

Outcome One: Students conceptual understanding will improve through a focus on number sense.

Analysis and Interpretation

Celebrations

- On the report card we saw an overall improvement across all indicators with the greatest change in the increased number of 4's
- On the provincial numeracy assessment, we reduced our students requiring additional support from 35 (23%) to 22 (14%)

Areas for Growth

- Grade 6 PAT marks do not align with the province
- Students receiving 1's on the report card in January remained 1's on the June report card
- Improving student procedural fluency through understanding number as a value, number as a place, and number as a measurement to support numeracy across disciplines
- Continued work on mental math skills and conceptual understanding in math tasks
- Continue to align new curriculum with PAT outcomes on part A –numerical responses/computational skills
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Next Steps

- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding and effective understanding of algorithm
- 6 week cycles for targeted learning on math conceptual functioning as it relates to procedural fluency
- peer to peer tutoring
- School wide weekly math challenge questions
- Daily classroom practice on procedural fluency

Our Data Story:

Ranchlands School 2024–2025 School Development Plan: Focus on Foundational Skills in Mathematics

Our school development plan for the 2024–2025 academic year was centered on strengthening students' foundational skills in mathematics. To broaden students' understanding, we prioritized open-ended problem solving and mathematical reasoning as key instructional approaches. These strategies encourage learners to think critically, explore multiple solution pathways, and develop a deeper conceptual grasp of mathematical ideas.

Effective mathematics instruction requires deliberate practice, close attention to feedback, and opportunities for students to apply strategies independently. These elements collectively support students' ability to reason mathematically and transfer their learning to new contexts.

Through ongoing professional conversations and collaborative analysis of student work, teachers identified a significant trend: many students exhibit gaps in basic mathematical skills, which limits their ability to engage successfully in problem-solving tasks. This insight has guided our focus on reinforcing core numeracy skills while continuing to foster reasoning and problem-solving competencies. Our goal was to ensure that students built a strong foundation that enables them to approach complex problems with confidence and flexibility.

Contextual Factors

Ranchlands School serves a diverse student population with unique learning needs that inform our instructional priorities:

- **Higher Indigenous Population:** Our school community includes a large proportion of Indigenous students. This requires a culturally responsive approach to teaching and learning, ensuring that Indigenous perspectives and ways of knowing are embedded in mathematics instruction and overall programming.
- **Special Education (SPED):** While our overall SPED population is comparable to district averages, we have a notably higher percentage of students diagnosed within the severe range. This necessitates targeted

	CBE	Area 1	Ranchlands
Indigenous	4.48%	4.23%	6.27%
Indigenous/SPE D	1.7%	1.67%	1.5%
SPED	18.69%	20.51%	18.3%
- Severe	32.06%	32.37%	54.79%
- MM	67.94%	67.63%	45.21%
EAL/SPED	2.84%	2.47%	2.76%
EAL	31.13%	25.99%	31.83%
- LP1	7.45%	6.44%	11.76%
- LP2	17.37%	14.71%	27.73%
Non-coded	50.35%	53.49%	48.87%

interventions, differentiated instruction, and specialized supports to ensure equitable access to foundational mathematical skills.

- **English as an Additional Language (EAL):** We have a higher proportion of EAL learners, with many students at Language Proficiency Levels 1 and 2. These learners require intentional scaffolding, visual supports, and language-rich mathematical experiences to build both conceptual understanding and academic language.

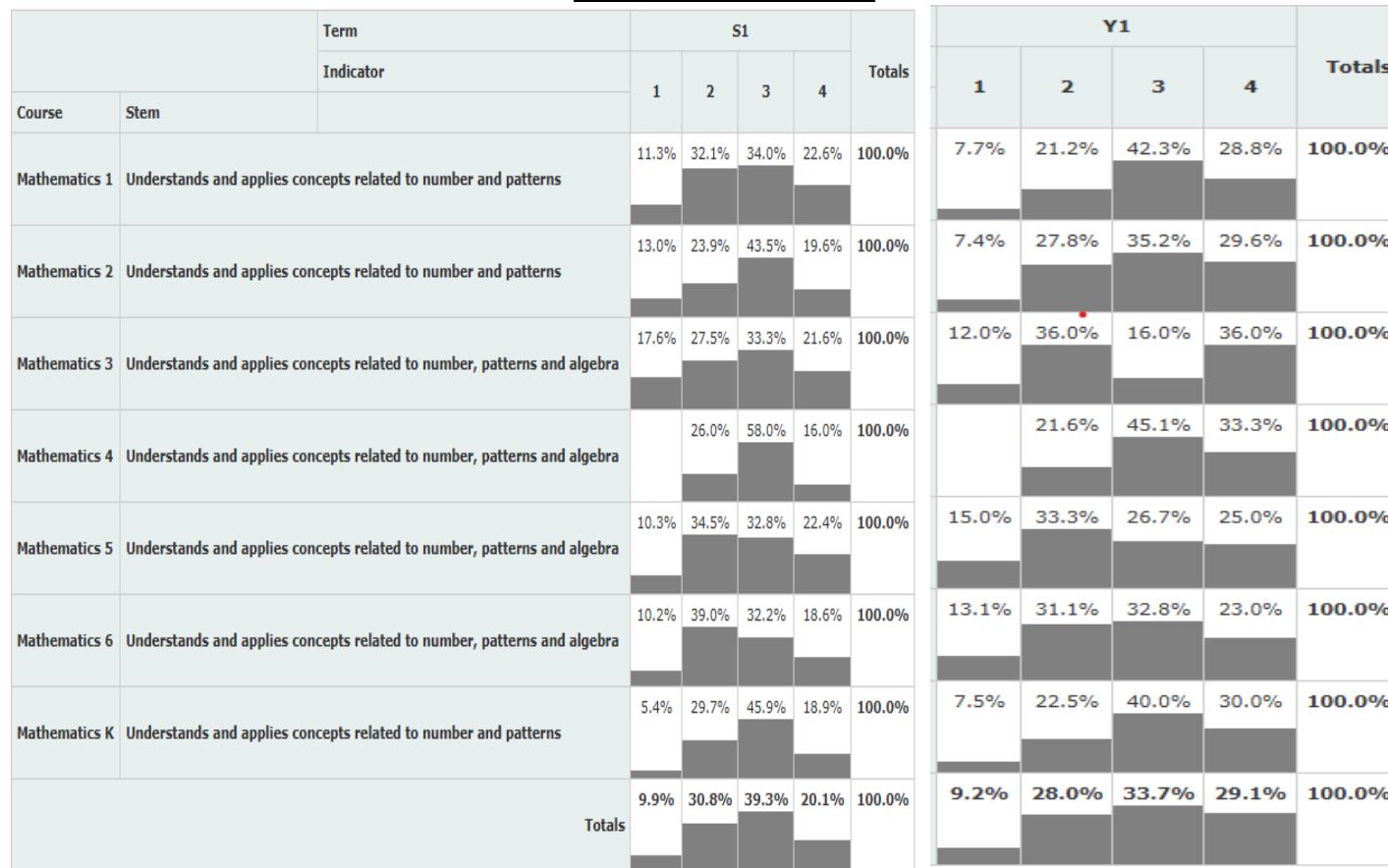
These demographic realities underscore the importance of a multi-faceted approach that combines strong core instruction with individualized supports. Our strategies will emphasize inclusive practices, culturally responsive pedagogy, and language development within mathematics to ensure all students can engage meaningfully in problem solving, reasoning and foundational understanding.

Grade 6 PAT-Part A - Achievement Data Analysis

	% 59 students		EAL- 20 students		SPED 13 students		Regular 26 students 44.1%	
	Ranchlands	Province	Ranchlands	Province	Ranchlands	Province	Ranchlands	Province
Acceptable	42.4%	55.4%	50%	57.9%	38.5%	39.3%	53.8%	64.8%
Excellence	8.5%	22.1%	15%	16.6%	7.7%	7.5%	15.4%	19%
Below	55.9%	43.1%	35%	25.5%	53.8%	53.2%	30.8%	16.2%

- **Students with Special Education (SPED) Codes:** Performance for students with SPED codes was generally aligned with provincial averages, indicating that targeted supports are having a positive impact for this group.
- **Regular Program Students:** Achievement levels for students in the regular program were **below provincial averages** in both the *Acceptable Standard* and *Standard of Excellence* categories. This suggests a need to strengthen core instruction and provide additional opportunities for mastery and enrichment.
- **Overall School Performance:** When considering all students collectively, Ranchlands School results did not align with provincial outcomes, highlighting a significant gap in achievement that requires focused intervention and improvement in foundational understanding.

Report Card Data



Across all achievement indicators, Ranchlands School demonstrated overall improvement, with the most significant gains reflected in the increased number of students achieving a Level 4. This upward trend suggests that targeted instructional strategies and professional learning initiatives are beginning to have a measurable impact on student performance. While gaps remain compared to provincial standards, the growth in higher achievement levels is an encouraging sign that our focus on foundational skills and mathematical reasoning is supporting deeper learning.

Provincial Numeracy Assessment

	Grade	Student requiring Additional support Sept. 2024	Student requiring Additional support June 2025	Number of students who became Not at risk
Number of students	1	14	9	5
Number of students	2	15	12	3
Number of students	3	6	1	5
Number of students	Total	35/154	22/154	13/154

Impact of Targeted Support and Goal Refinement

The chart illustrates the progress made in reducing the number of students identified as *Requiring Additional Support* from September to June. In September, 35 students were flagged for additional intervention; by June, this number had decreased to 22 students, reflecting significant growth in student independence and proficiency.

This positive trend has informed a strategic shift in our instructional focus. While problem-solving and reasoning remain essential, our next step emphasizes procedural fluency—ensuring students develop a solid understanding of basic mathematical processes. Strengthening procedural fluency will provide the foundation necessary for students to engage confidently in more complex problem-solving and higher-order mathematical reasoning.

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	Ranchlands 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	77.5	84.3	84.6	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	76.7	87.5	83.5	79.8	79.4	80.4	Intermediate	Declined	Issue
	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	62.9	69.0	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	22.6	22.8	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	90.9	89.6	93.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	89.5	86.7	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	71.6	75.2	77.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	82.0	80.6	83.8	80.0	79.5	79.1	High	Maintained	Good

