

**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

Citadel Park 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: To improve literacy knowledge and skills for all students related to vocabulary development

Outcome One: Staff will recognize and implement multiple strategies for vocabulary instruction for students in K-5 and understand the components of a comprehensive vocabulary program

Outcome Two: Students will demonstrate and use an enhanced understanding of academic vocabulary

Celebrations

- *55% of grade 2 and 100% of grade 3 EAL students working at LP1 or LP2 language proficiency levels who attended CPS for the entire school year showed increased capabilities in their speaking abilities by increasing by one proficiency level*
- *There were 6.5% fewer grade 3 students and 1.5% fewer grade 2 students identified as 'requiring additional supports' from September 2024 to June 2025*
- *Based on "Our School Survey" results, almost 75% of grade 4 and 5 students recognized the importance of learning new vocabulary and how to integrate newly learned vocabulary into their ongoing academic and social/emotional learning*

Areas for Growth

- *Expand the use of high impact vocabulary instructional strategies to learn new Social Studies vocabulary, particularly Tier 2 words*
- *Continue targeted intervention for LP2 students and other identified students in grades 2-4 whose assessment data shows continued language learning challenges over the past 2 years*
- *Explore multiple methods of formative and summative assessment of vocabulary acquisition*
- *Make vocabulary teaching and learning visible within classrooms and the school*

Next Steps

- *Implementing at least one new high impact vocabulary instructional strategy (i.e. Frayer model, word/picture sorts, graphic organizers etc.) every two months over the course of the year*
- *Encouraging extension and transfer of new vocabulary to other core subject areas (reading, writing, math, science, social studies)*
- *Creating/gathering materials (i.e. game boards, word and picture sort lists, mentor texts for dialogic reading etc.) to support active oral engagement in vocabulary learning*

Our Data Story:

Citadel Park School experienced significant growth last year as compared to the previous year. In the 23-24 school year we grew by 13 students from September (485) to June (498). In the 24-25 school year we began with 500 students in September and ended the year with 532 students. The percentage of students with complex needs hovers between 45-50% of our student population. EAL students achieving the lowest levels of proficiency (LP1 & LP2) on the EAL benchmarks is approximately 22% of our population as at June 2025.

Three Tiers of Vocabulary Development

Tier 1	Tier 2	Tier 3
High frequency, basic words that are easy to learn through every day situations and conversation, EAL students may need additional support	Broadly used words that are found across content areas and contexts. Includes academic vocabulary and words with multiple definition. Main focus of vocabulary instruction.	Low frequency words that are content- and discipline-specific. Learned as the need arises when studying a topic. Key for disciplinary understanding
Examples: warm, dog, tired, run, talk, book	Examples: expression, present, cell, matter, bass, minute, analyze, infer	Examples: filibuster, epidermis, pantheon, alkaline, biscuit joint

Note. Adapted from *Bringing words to life: Robust vocabulary instruction*, by M. L. Beck, M. G. McKeown, and L. Kucan, 2013, Guilford Press.

The Citadel Park School Development plan centered on vocabulary development for students in K-5. Effective vocabulary instruction supports enhanced achievement in oral language as well as reading and writing. Through professional conversations and a review of school data sources, teachers noted that while most of our students have strong Tier 1 vocabulary knowledge such as CVC (consonant, vowel, consonant) words and some basic sight words, students demonstrated limited knowledge and understanding of tier 2 and 3 words (see chart below) which are often considered lower frequency words, academic vocabulary and 'irregular' words which may not follow prescribed English spelling patterns.

*“Students ‘requiring additional supports’ (RAS) on the CC3 assessment **Irregular Words** task do not have irregular words stored in memory. These students often rely solely on ‘grapheme-phoneme’ correspondences and are unable to identify the current pronunciation of irregular words. By connecting meaning to the words they read, students are able to activate whole-word reading. The student may have limited vocabulary knowledge that contributes to their difficulty reading irregular words. In this case the student should be provided with vocabulary instruction.”*

Literacy Task Descriptors for Requiring Additional Supports Category, Government of Alberta 2024

The decision to focus on vocabulary came from our overall CC3 provincial assessment data (word, non-word and irregular word reading) where we observed a fairly large percentage (17%) of our students requiring additional supports (RAS) in September 2024.

A deeper dive into the data indicated that 24% of EAL students and 27% of Indigenous students showed as “requiring additional supports” on this assessment in Fall/Winter 24/25.

The goal in year 1 of our school development plan was to address vocabulary development by becoming familiar with the components of a strong vocabulary program as outlined in the CBE K-12 Literacy Framework. Similarly, we aimed to develop awareness and understanding of high impact strategies that support strong vocabulary teaching and learning. Fall professional development included an in-depth review of the Key Components of a Comprehensive Vocabulary program (see image) to determine what teachers were already doing to support students in

vocabulary development and what components required greater focus. Winter professional development focused on the “Little Spot of Feelings” – a social/emotional toolkit to support vocabulary development related to feelings. The goal was to help students more precisely define their emotions when problem solving verbally to more succinctly describe their feelings beyond saying they were ‘mad’ or ‘sad’.

Teachers worked together during Collaborative Team Meetings and team planning sessions to design vocabulary instruction for young learners with an emphasis on oral language development. Time for meaningful classroom discussion as well as the use of models (i.e. sound walls, word sorts, anchor charts) were implemented throughout the school year. While these charts had been previously posted in classrooms, this was expanded to include the Learning Commons, Sensory room, hallways and office spaces. Professional development provided opportunities for Learning Leaders to share new vocabulary instructional strategies. Teachers worked in cross-graded teams to share strategies as well as to consider what modifications could be made for younger children (i.e. picture sort) and older students (i.e. sorting science terminology).

By the end of the school year, the number of students ‘requiring additional supports (RAS) in the ‘irregular words’ category of the CC3 declined. In grade 2, in November 2024 15.8% of students were identified as requiring additional support compared to 14.3% of students in June 2025. In grade 3, 20.8% of students required additional supports in November 2024 compared to only 14.3% in June 2025. These results, particularly for grade 3 students show an increase in ability to read irregular vocabulary words.

English as Additional Language learners (EAL) comprise about 30% of the school population. Of that population, 16% of students are working at language proficiency level of 1 or 2 (i.e. LP1 and LP2). Results show that 55% of LP1 and LP2 students who attended CPS for the entire school year in grade 2 showed improvement by one language proficiency level. For the same group of students in grade 3, 100% of students showed improvement by moving up one proficiency level in ‘speaking’. These results indicate that

Considerations for Implementation

Key Components of a Comprehensive Vocabulary Program	
Components	Teaching Practices
 Provide rich and varied language experiences	• read-alouds of complex texts with direct explanations of words • independent reading of a variety of authors, formats, and genres • provide time for meaningful classroom discussion • use models to demonstrate elaborated vocabulary through writing
 Foster Word Consciousness	• stock the classroom with engaging, diverse books • engage in word play through games and discussion • provide lessons on word choice when writing • flood the classroom with words related to the topic
 Teach Word-learning Strategies	• study word parts to unlock meaning (prefixes, suffixes, roots) • make connections to learners’ first language if appropriate • build relational sets through the use of routines such as word sorts, word ladders, concept maps, word matrices, affix walls • use context to infer word meanings and facilitate use of reference tools
 Teach individual words	• intentionally choose words to teach, with a focus on tier 2 words • explain, generate definitions, and use words in speech and writing • use of Frayer Models, semantic word sorts or collaborative class charts

Note. Adapted from No more “look up the list” vocabulary instruction. C. Cobb and C. Blachowicz 2014, Heinemann. The Vocabulary Book: Learning and Instruction. M. F. Graves, 2016, Teachers College Press.

targeted support for these students provided by our EAL assistant as well as in-class differentiated vocabulary instruction is having a positive impact on oral language skills. For students who identify as Indigenous, 0.08% of students (1 out of 13) in grades 2-4 continue to require additional support in identifying irregular words.

CBE School Survey results show that students are valuing vocabulary learning and instruction as shared in responses to the questions 1) Why is it important to learn new vocabulary? and 2) How do you use the new vocabulary you learn?

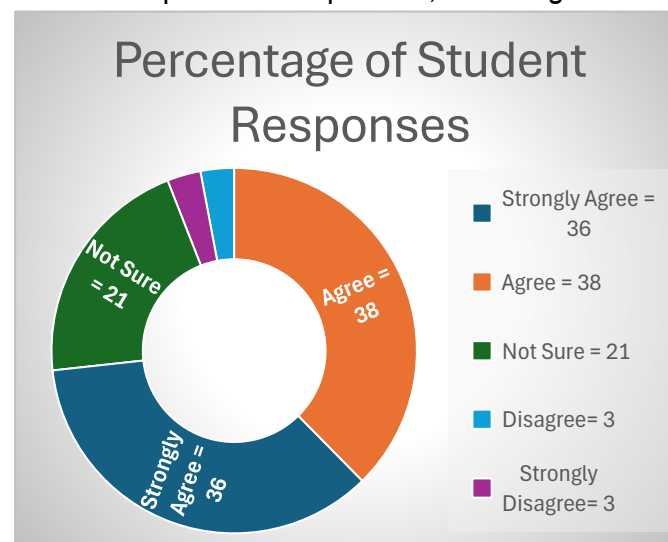
- ...because we can convey our emotions better if we know the right word to use
- ...it helps me speak more confidently
- ... to persuade someone, in my writing I can use vocabulary words to have more of a chance of convincing them
- ... to learn by spotting words I know in math, science, ELAL etc.

Our School Survey, completed last year by students in grades 4 and 5, asked students to respond to the question, '*Learning new vocabulary this year has helped me better understand what I read, write and talk about in class.*' As evidenced in the adjacent graph, nearly three-quarters (74%) of students responded positively to this question. When asked to share anecdotally meaningful vocabulary they had learned in class, responses included vocabulary related to emotional well being from our study of "Little Spot of Feelings":

- I learned better vocabulary to tell people how I feel
- I learned the difference of how to be confident and not arrogant

In other responses student shared new words related to academic vocabulary:

- 'Numerator' to help me explain math rather than saying the number on top of the bottom number
- Learning the word 'evaluate' helped me a lot to solve math problems
- 'Visualize' basically means to see it in your mind which helped me while my teacher was reading aloud



Insights and Next steps:

While progress is evident, there remain a number of students who continue to require additional support to build automaticity related to new vocabulary, particularly when identifying challenging irregular words. Building sight word knowledge will continue to be important for our young children and students as many words in the English language do not follow traditional/conventional spelling

patterns. We will continue to identify Tier 2 and Tier 3 content area vocabulary with an emphasis on the new social studies curriculum and our ongoing study of social/emotional vocabulary related to accurately identifying human emotions. Formative and summative assessment methodologies will need to be contemplated to ensure accurate and timely progress monitoring.

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	Citadel Park 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	85.9	82.7	84.6	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	87.9	85.8	86.2	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	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	90.2	88.1	90.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.9	90.2	89.9	84.4	84.0	84.9	Very High	Improved	Excellent
	Access to Supports and Services	72.6	64.0	72.0	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	81.7	78.7	79.7	80.0	79.5	79.1	High	Maintained	Good