



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

Wood's Homes Schools

805 37 Street NW, Calgary, AB T2N 4N8 t | 403-270-1751 e | woodshomes@cbe.ab.ca

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

Our School Focused on Improving

- Self-regulation

We chose to focus on self-regulation as our student data, as measured on the CBE Student Survey, Individualized learning plan goals and student voice documents, indicates students are referred to our therapeutic learning environments due to facing chronic and long-standing challenges with their ability to self-regulate in multiple domains of their life. Research shows that self-regulation is the number one predictor of academic success.

What We Measured and Heard

We primarily used Individual Program Plan self-regulation goals and common literacy tasks to track improvement. We noted the following improvements:

Literacy: Reading Comprehension	
CORE Vocabulary Screening	100% of students with initial and post results demonstrated growth in this area from October to June, either improving one or more levels or improving results within the same level.
Maze Assessment	100% of students with initial and post results demonstrated growth in this area from October to June, either improving one or more levels or improving results within the same level.
Student Perception Data - "When I read in my everyday life, I feel I have the skills I need to understand what I'm reading."	81% of students with initial and post survey results felt they remained consistent in their perception: - Always – 40.5% - Most of the time – 22% - Sometimes – 12.5% - Never – 6% 13% percent of students reported an improvement in their perception: - Most of the time to Always - 75% - Sometimes to Most of the Time – 25% 6% of students reported a regression in their perception: - Most of the time to Sometimes – 50% - Always to Most of the Time – 50%

Mathematics: Number Sense/Fluency	
Math Intervention/Programming Instrument (MIPI)	▪ 75% of students with initial and post results demonstrated growth in this area from October to June, either improving one or more grade levels or improving results within the same grade level. ○ Growth by 1 grade level – 40.5% ○ Growth by 2 grade levels – 12.5% ○ Growth within same grade level – 22% ▪ 25% of students maintained their overall performance within the same grade level
Student Perception Data • “When I need to use math in my everyday life, I have the skills I need.” • “When I’m solving a math problem, I can apply strategies I’ve learned and used before.”	▪ 51% of students with initial and post survey results felt they remained consistent in their perception: ○ Always – 33% ○ Most of the time – 45% ○ Sometimes – 22% ▪ 31% percent of students reported an improvement in their perception: ○ Sometimes to Always – 18% ○ Most of the time to Always - 36% ○ Sometimes to Most of the Time – 36% ○ Never to Most of the Time – 9% ▪ 17% of students reported a regression in their perception: ○ Most of the time to Sometimes – 50% ○ Always to Most of the Time – 50% ▪ 46% of students with initial and post survey results felt they remained consistent in their perception: ○ Always – 19% ○ Most of the time – 44% ○ Sometimes – 37% ▪ 37% percent of students reported an improvement in their perception: ○ Most of the time to Always - 54%

	○ Sometimes to Most of the Time – 38% ○ Never to Most of the Time – 8% ▪ 17% of students reported a regression in their perception: ○ Most of the time to Sometimes – 33% ○ Always to Most of the Time – 66%
Wellbeing: Self-Regulation	
Measures	Story
IPP Self-Regulation Goals	▪ 100% of students had one goal targeting the use of strategies to reduce learning barriers related to one executive function skill (where students demonstrated the most need based on teacher and student survey data) ○ 57% of students met this goal ○ 63% of students demonstrated improvement towards achieving their ongoing goal
Student Perception Data • “I have strategies to help myself that I use if I feel stressed at school.”	• 55% of students with initial and post survey results felt they remained consistent in their perception. • 30% percent of students reported an improvement in their perception. • 15% of students reported a regression in their perception.
In short term Alberta Health Services programs, students complete a Student Voice Document to share their learning strengths and needs as well as self-regulation coping strategies to support their transition back to a community school. Student Voice Documents were completed by 75% of students in therapeutic treatment programs with Alberta Health Services and/or Wood’s Homes.	

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
- Of the student voice documents completed, 100% of students identified a self-regulation strategy specific to an executive functioning skill. - Examination of Professional Learning Community documentation and professional learning exit slips confirms that teacher efficacy increased with respect to teachers having the skills they need to provide explicit instruction on executive functioning skills and their connection to building self-regulation coping strategies. - As a result of increased self-regulation skills in the classroom, student's reading comprehension and vocabulary improved. - As a result of increased self-regulation skills in the classroom, student's math fluency improved by 1 grade level.	- Self-regulation skills have increased - Vocabulary has improved - Reading comprehension has improved - Math fluency has improved - Teacher efficacy has improved	- Provide targeted intervention for students at all grade levels - Connect explicit instruction on executive functioning skills to principles of outcomes-based assessment - Increase parental involvement

The Alberta Education Assurance Measure Results have not been reported due to incomplete data.