Wood's Homes Schools

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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 engagement in learning will improve.
Outcome One: Student regulation will improve through the development of executive functioning skills.
Outcome Two: Student sense of knowing themselves as a learner and being known by their school community will increase through grounding task design/assessment and social/emotional learning in the Holistic Life-Long Learning Framework.

Celebrations

- 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 and screener data).
- Maze Assessments (Reading Comprehension) - 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.
- Numeracy – (MIPI) 60% of students maintained their overall performance within the same grade level or improved performance within their grade level.
    - 58% significantly improved in their grade level
    - 42% maintained their performance in their grade level

Areas for Growth

- Continue to support students in choosing one goal that will target the use of strategies to reduce learning barriers related to one executive function skill.
- Continue to build student oral reading fluency through targeted instruction. ORF screener was used for the first time in 2024-2025. We will continue to work to move the from the baseline of 39%of students who demonstrated growth and moved up a level.
- Continue to work on numeracy, using diagnostics (SaskMath), to identify where there is a gap in skills and concepts. 58% of students improved in their grade level.

Next Steps

- Expanding cross-curricular learning that links Literacy, Numeracy, and SEL through targeted task design for all grade levels.
- Continue to connect explicit instruction on executive functioning skills to principles of outcomes-based assessment.
- Continuing to use experiential learning to connect students to community and land in ways that strengthen belonging and engagement.
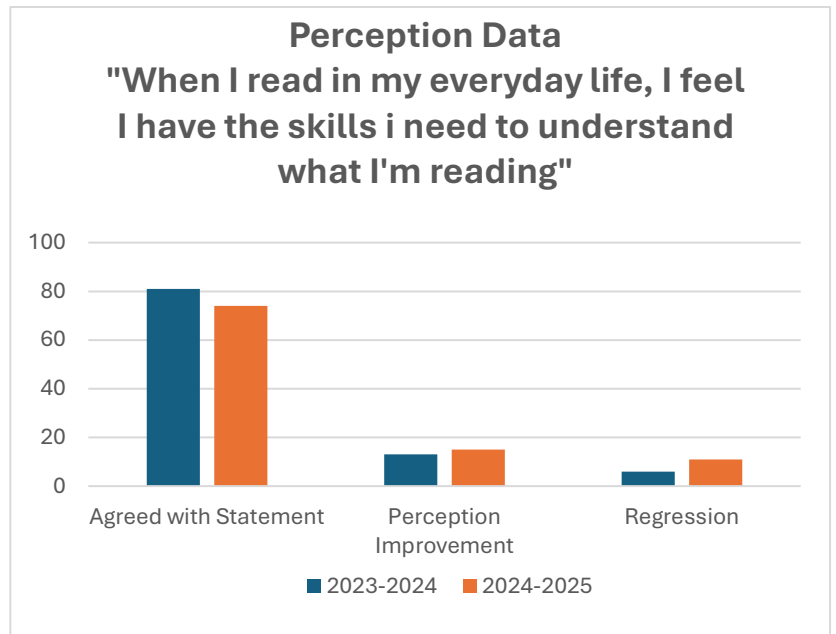
Our School Story: Learning, Growth, and Well-Being

Wood's Homes 2024-2025 School Development Plan centered on building student engagement in learning through the development of executive functioning skills, task design grounded in the Holistic Lifelong Learning Framework.   This year, our school community worked together to strengthen student growth in Literacy, Numeracy, and Wellness. We understand that academic success and emotional well-being are deeply connected. When students feel supported, they are more confident and capable learners. Guided by this, teachers aligned instruction, assessment, and social-emotional learning (SEL) across all classrooms.

Collaborative structures helped to build teacher capacity and move learning forward. Through regular data review cycles, teachers in Professional Learning Communities (PLCs) analyzed academic results, SEL observations, and student work samples. These discussions helped adjust instruction and interventions in real time so that decisions were grounded in evidence. The PLCs use the plan-teach-assess-adjust cycles and worked rubrics and proficiency descriptors for consistent scoring. Teachers also used common planning times to co-design integrated task that targeted academic skills while allowing for observable wellness/SEL behaviors. Common planning aligned assessment language and success criteria across classrooms. CBE and system meetings have ensured that local practices match district reporting guidelines, reporting comments, and the use of outcome-based proficiency language.

To support student growth in literacy, teachers used the *Literacy Decision Tree*, *Maze comprehension*, *ORF fluency*, and *spelling inventories* to identify strengths and gaps. Screeners were administered at the start, midpoint, and end of learning cycles. The data guided targeted instruction, and students receiving reading interventions showed consistent gains in fluency and comprehension on ORF and Maze probes. 100% of students with initial and post results of maze assessments demonstrated growth

Assurance Measures	Three Year Average
Student Learning Engagement	81.2%
Access to Supports and Services	91.5%
Parental Involvement	77.8%

Perception Data
"When I read in my everyday life, I feel I have the skills i need to understand what I'm reading"

in this are from October to June, either improving one or more grade levels or improving results in the same level. The ORF Screener indicated that students that only 39% of students with initial and post results demonstrated growth in this area from October to June, moving up one level and increasing the WPM score.

In Numeracy, the MIPI was used to determine grade level abilities and gaps in number sense. This classroom diagnostic supported flexible grouping, targeted mini-lessons and authentic tasks. Short-cycle benchmarks monitored intervention impact. Frequent benchmarks provided timely feedback which indicate clear signs of increased independence and resilience. Data from the MIPI tells us that 60% of students maintained their overall performance within the same grade level or improved performance within their grade level. With 58% students significantly improved in their grade level and 42% maintained their performance in their grade level. Growth in wellness and SEL, was determined by teachers tracking participation rates, critical incident logs, and progress toward *IPP goals* focused on self-regulation and executive functioning. Monthly SEL checklists helped teachers and students recognize growth and celebrate small wins. As self-regulation improved, academic engagement also increased, showing a direct link between wellness and learning. Teachers linked wellness/SEL thorough PLCs where SEL/wellness indicators with ORF/Maze/Spelling and SaskMath to examine whether improved regulation correlated with academic gains. For many students, targeted SEL supports led to better persistence, on-task behaviour, and measurable academic progress. Data indicates that 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 and screener data).

Experiential and land-based learning provided authentic contexts for applying academic skills. Outdoor and community activities encouraged teamwork, reflection, and perseverance. Pre- and post-activity perception

MIPI - Math intervention

Category	2024-25	2023-24
Maintained	42	25
Improving 1 or 2 Grade Levels	60	53
Demonstrated Growth	40	75

PERCEPTION DATA "I HAVE STRATEGIES TO HELP MYSELF THAT I USE IF I FEEL STRESSED AT SCHOOL"

2023-2024   2024-2025

	AGREE WITH STATEMENT	IMPROVEMENT IN PERCEPTION	REGRESSION
2023-2024	55	30	15
2024-2025	56	30	26
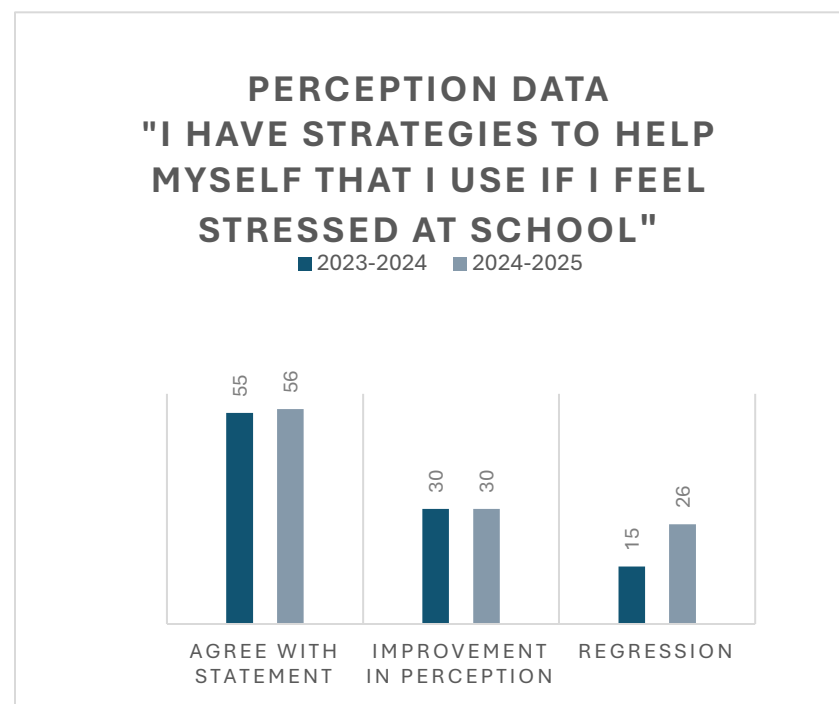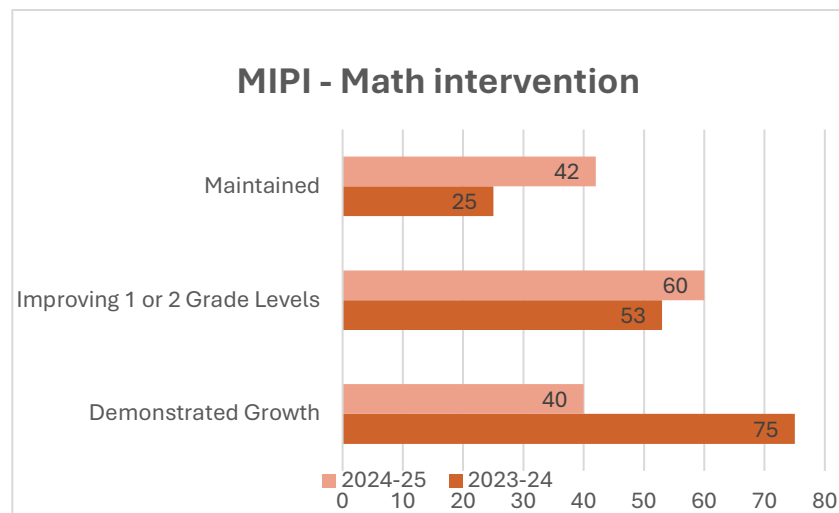
data indicates 56% of students with initial and post survey believe that "I have strategies to help myself that I use if I feel stressed at school."

Our "data story" shows coordinated, evidence-based work linking Literacy and Numeracy measurement with intentional Wellness and SEL supports. Through PLCs, common planning, standardized assessment practices, and regular review cycles, teachers connected data to instruction and supports that align with our School Development Plan.

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	Wood's Homes 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	77.2	77.7	81.2	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	63.0	58.0	61.8	79.8	79.4	80.4	Very Low	Maintained	Concern
	3-year High School Completion	31.6	16.4	15.4	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	40.4	27.4	25.5	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	*	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	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	79.6	79.9	82.6	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.5	68.2	70.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	89.0	89.2	91.5	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	77.8	82.8	72.3	80.0	79.5	79.1	Intermediate	Maintained	Acceptable