


**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

**Woodbine 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 Achievement in literacy will improve.**

*Outcome One:* To improve student achievement and engagement in literacy, with a focus on explicitly teaching writing and reading strategies through multiple disciplines, student achievement in literacy will improve.

*Outcome Two:* With a focus on high quality task design and assessment, the alignment and calibration of teaching practices will improve across classrooms.

## Celebrations

- **Whole-school gains:** At-risk students dropped from **62% to 36%** across Grades 2–6 — that's a **42% reduction**.
- **Red to Growth:** 62 students who started significantly below moved into *at/near grade level*. This is a major intervention success story.
- **Grade 4 & Grade 6:** Both showed very strong gains (Grade 4 at-risk decreased from 64% → 24%; Grade 6 from 52% → 24%).
- **Indigenous learners:** On both of the Alberta Education Early Years Assessments, Lens and CC3, the percentage of students requiring support dropped to **0%** — a remarkable equity bright spot.
- **EAL learners (Lens):** Risk cut in half (38% → 19%).

## Areas for Growth

- **Grade 3:** Still has the **highest percentage at risk** (62% at year end). Even though growth occurred, this remains a critical area.
- **Grade 5:** Modest gains (45% at risk → 34% at risk, a 24% decrease).
- **English as an Additional Language (EAL) learners improvement on CC3:** While some improvement was noted (38% → 29%), the reduction was much smaller (**22% fewer at risk**) compared to Lens. This mismatch between tools raises questions.

## Next Steps: Focus on Writing

While significant growth was noted in spelling this did not translate into growth in overall writing achievement for students. With this in mind the school focus will adjust to overall writing with a focus on process, content, organization and acting on feedback.

Our Data Story:

## The Story So Far

- Whole-school literacy growth is strong: **students at risk dropped from 62% to 36%** across
- 
- Grades 2–6 — a **42% reduction**.
- **62 students** moved from “significantly below” to *at / near grade level*.
- Two structured **intervention rounds** and systematic progress monitoring are embedded in practice.
- Staff capacity in **data-informed instruction and intervention design** has deepened; processes are consistent and sustainable.
- **EAL and Indigenous learners** made remarkable gains — both groups showing steep decreases in risk across Lens and CC3.

## Celebrations

- **Strong, inclusive intervention systems:** Tier 2 cycles with clear entry/exit criteria are working.
- **Data-literate teachers:** Staff now interpret data, design targeted supports, and monitor progress with confidence.
- **Equity excellence:** Indigenous learners demonstrated complete risk reduction; EAL students showed sustained literacy improvement.
- **Collaborative culture:** Division teams are using shared language and structures for literacy growth.

## Areas for Growth

- **Transfer of skill to writing:** Literacy improvements did **not yet translate to higher writing indicators** on report cards.
- **Need to deepen writing process instruction:** Teachers require tools to bridge encoding and composition — from “Can I spell it?” to “Can I express it?”.
- **Neurodiverse learner needs:** Cohorts with high ADHD representation are making progress through structured systems; continuing to refine **executive-function supports** will be essential for sustained gains.

## Next Steps

1. **Shift the improvement focus from decoding → writing process.**
  - Implement **SRSD (Self-Regulated Strategy Development)** as the core writing framework.
  - Emphasize planning, organization, and self-monitoring strategies to support all learners, especially those with ADHD profiles.
2. **Leverage existing intervention infrastructure.**
  - Use the same cycle-based progress-monitoring model to track SRSD impact on writing samples.
3. **Integrate literacy and writing data.**
  - Connect encoding and composition outcomes to create a holistic picture of literacy growth.
4. **Celebrate system maturity.**
  - Maintain current intervention fidelity while redirecting collective learning energy toward **explicit writing instruction**.

## Revised Outcome & Measures for Year 2

### Outcome:

Students will improve their ability to communicate their ideas effectively through writing with an emphasis on the writing process and acting on feedback.

### Measures:

- Internal literacy and writing rubrics (encoding, organization, elaboration).
- SRSD implementation rubrics and student writing samples.
- Lens / CC3 monitoring for EAL and Indigenous learners.
- Ongoing 6-week progress checks in intervention cycles.
- Report card stems Term 1 and Term 2

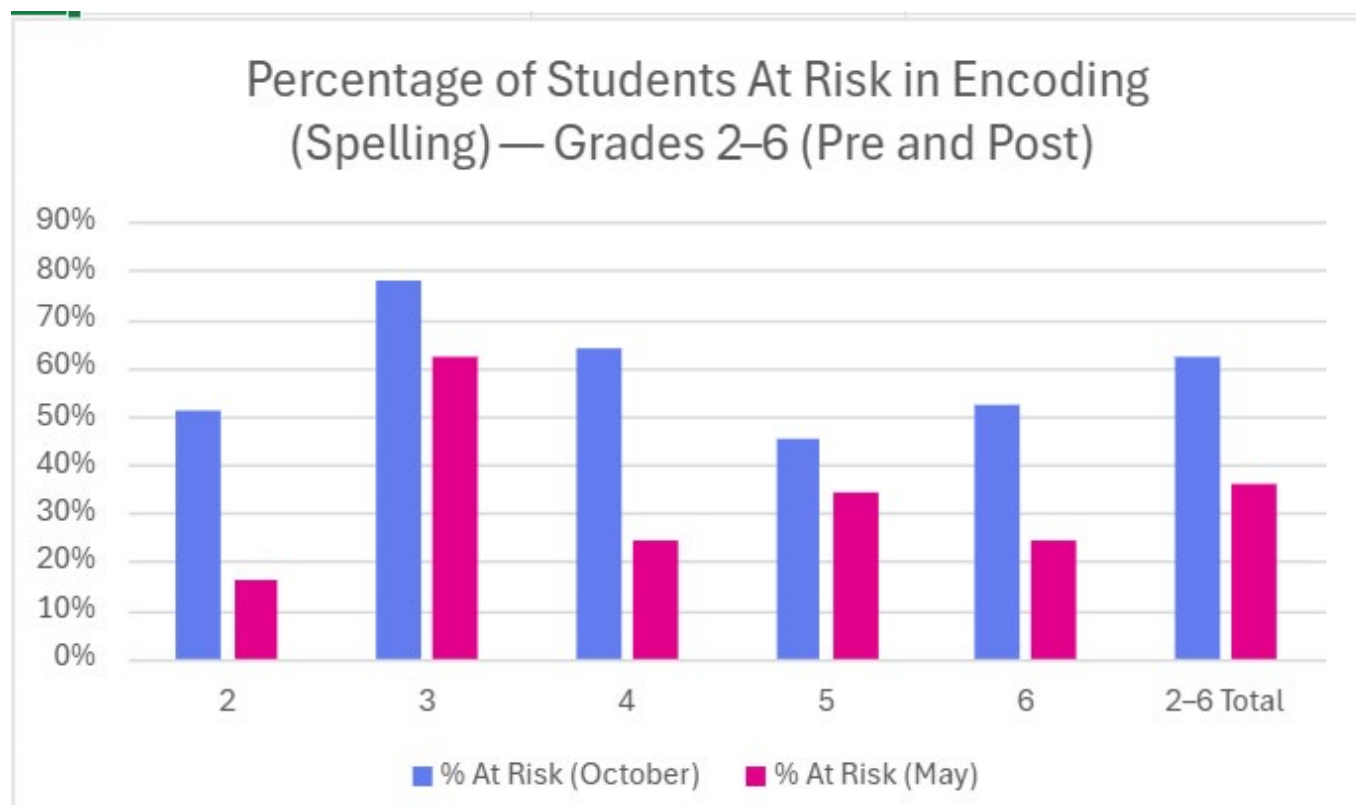
## Refinements to Support Year 2 Focus

Category	Refinement	Purpose
Actions	Integrate writing goals into intervention cycles	Ensure coherence between reading and writing growth
Professional Learning Structures/Processes	SRSD writing workshops and coaching	Build teacher expertise in explicit writing instruction
	Continue 6-week progress reviews	Maintain data-driven momentum
Resources	Writing exemplars, anchor charts, self-regulation tools	Scaffold writing for diverse learners

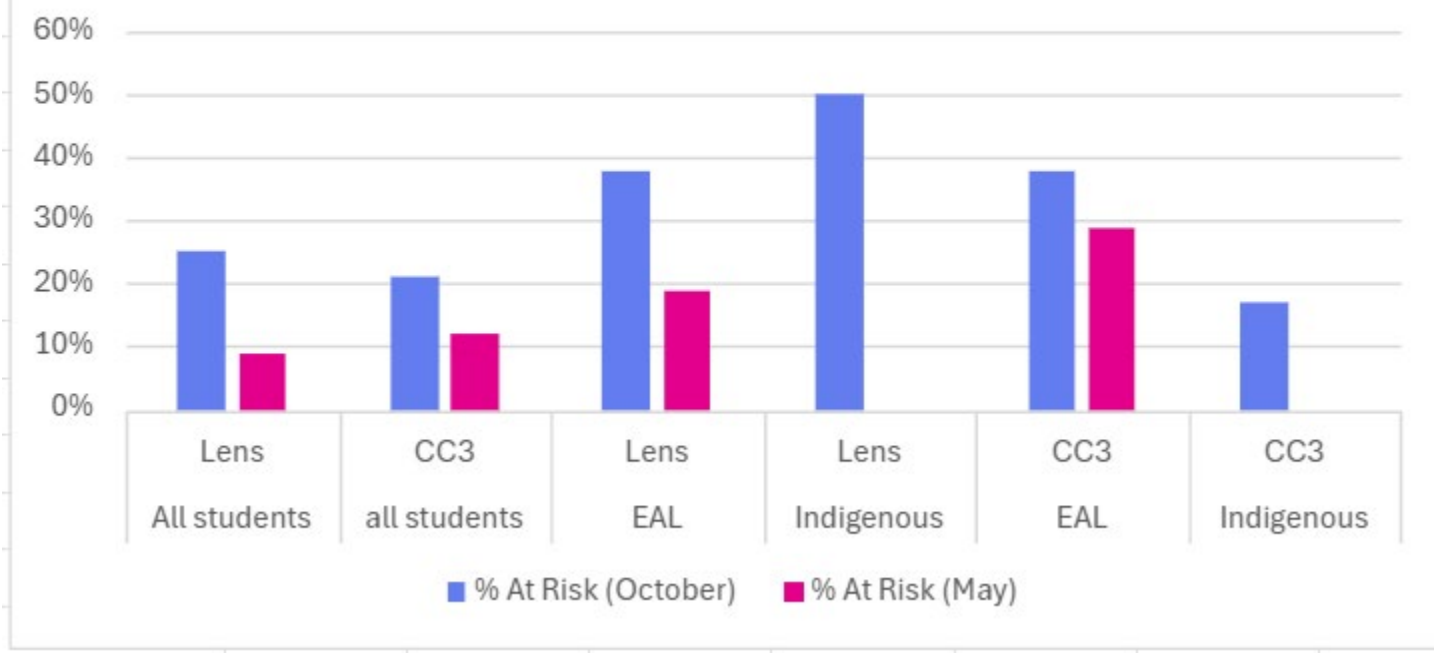
**In Summary:**

Woodbine has established a strong foundation in structured literacy and intervention.

**Year 2 shifts the focus from catching up to crafting writers** — embedding SRSD, integrating writing into existing systems, and sustaining the inclusive, data-driven practices that already work.



## Percentage of Students At Risk in Alberta Early Years Assessments



## 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	Woodbine 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>	85.1	82.1	81.6	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	<a href="#">Citizenship</a>	82.3	83.8	83.7	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="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.2	90.5	89.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.2	90.0	89.0	84.4	84.0	84.9	High	Maintained	Good
	<a href="#">Access to Supports and Services</a>	75.7	77.7	78.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	<a href="#">Parental Involvement</a>	84.1	72.5	73.7	80.0	79.5	79.1	Very High	Improved	Excellent