Simons Valley 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: Students' perceptions of School Connectedness and Belonging will improve.
Outcome One: Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.
Outcome Two: The number of students in the "at-risk" categories in literacy will be reduced.

Data Story Trailer
- Student Demographics: As of June 2024, 46.5% of students have a special learning code; 31.8% are early-stage EAL learners.
- Literacy Data: CC3 screener (Oct 2023) showed 30.3% of Gr. 2–3 students "at-risk." By June 2024, 40% progressed out of this category; 60% remained → need for a systemic, multi-year reading strategy.
- Well-being: CBE dashboard (Sept 2024) reported Diversity & Inclusion = 77.7%, Connectedness & Belonging = 77.1% (Gr. 4–6). Staff noted issues with emotional dysregulation and problem-solving impacting student well-being.

Celebrations
- Thematic analysis of teacher qualitative feedback noted a strong and valued commitment to teaching and learning using a collaborative problem-solving framework (Ross Greene, 2025) from a structured 16-hour professional development session.
- Student problem solving skills improved.
- Successful teacher collaboration and professional growth in the science of reading.
- The number of Grades 1–3 students classified as at-risk (requires additional support or RAS) in literacy decreased.

Areas for Growth
- Building students' reading fluency and comprehension in grades 4-6.
- Continuation with the collaborative problem-solving methodology (Ross Greene, 2025).
- Explore other complimentary SEL approaches to improve connectedness and belonging.

Next Steps
- Structures: Introduce a structured 6-week teacher collaborative response learning cycles that identify tier 2 strategies to track and support student progress in the areas of literacy and well-being.
- Professional learning: Continue with Ross Greene's collaborative and proactive solutions approach to improve student collaborative problem-solving abilities.
- Literacy: Continue with the implementation of the SVS Reading Instructions Expectations for K-6 students established in May 2025

Our Data Story:

Simons Valley School's main goal was to improve Students' perceptions of School Connectedness and Belonging. The two outcomes from our collective learning excellence actions were: A) Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities and B) The number of students in the "at-risk" categories in literacy will be reduced.

- Findings: Declines in *Citizenship* and *Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE)* measures; main concern is student-to-student interactions.
- Details:
  - Citizenship: 3.3% drop; "Do students help each other?" down 13%.
  - WCRSLE: Largest decline from parents; low survey participation (29/680).
- Next Steps: Focus on student well-being and social interactions; further analysis under Part A & B.

Part A. Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

SVS places an important focus upon well-being and has identified some key measures that were assessed throughout the 2024-25 school year. These measures are presented below in Table 1.0.

Table 1.0. Comparison between well-being measures for students' perceptions of school connectedness and belonging

Measures	Grades	2023-2024 Overall Agreement	2024-2025 Overall Agreement
Sense of belonging (Our School Survey)	4 & 5	73%	80%
	6	60%	63%
I feel included at school (CBE Survey)	5 & 6 only	71.24%	74.01%
I can see my culture reflected in my school (CBE Survey)	5 & 6 only	70.87%	72.52%
I can successfully solve problems (Our School Survey)	4 & 5	54%	64%
	6	66%	60%
I have strategies to help myself that I use if I feel stressed about school (CBE Survey)	5 & 6 only	60%	74.21%
Positive self-regulation (Our School Survey)	4 & 5	54%	64%
	6	59%	53%

Summary
- Connectedness and belonging improved overall, especially in sense of belonging and stress strategies.
- Self-regulation and problem-solving show mixed results; require further focus.

Actions Taken
- Identified Need: Social-emotional development (Sept 2024 teacher survey).

- Response:
  - Professional Learning Communities formed.
  - Staff completed Collaborative Problem Solving (CPS) training (Ross Greene, 2024).
- Impact:
  - Teacher PD satisfaction +19%; contribution to growth ↑20% (Assurance Measures 2025).
  - CPS rated most impactful PD by staff.
- Next Step: Compare pre/post student social-emotional data; target areas for 2025–26.

Table 2.0 presents the complimentary measures selected to assess the impact of teacher's dedication to problem-solving pedagogy.

Table 2.0. Comparison of key student social emotional measures over the 2024-25 school year.

Sources	Measures	Results	
		October 2024	May 2025
CBE Data Dashboard	Attendance (%) Students with 20% or more absences	• October 2024 (12.48%) • January 2025 (10.97%) • June 2025 (4.92%)	
Our School Survey	Anxiety (%)	Overall = 36%	Overall = 27%
	Problem solving Themes from written responses to the statement "I can successfully solve problems"	See Table 3.0	See Table 3.0
CBE Survey	Heart-To belong (%) Overall agreement to question "My teachers care about me"	95.7%	96.8%

Table 3.0a. Qualitative results identifying strategies for student problem solving.

Cohort	October 2024	May 2025
Grades 4 and 5	• Total responses: 141 • Giving up / ignoring: 12 responses (8.5%) • Identifiable strategy: 62 responses (44.0%)	▪ Total responses: 139 ▪ Giving up / ignoring: 9 responses (6.5%) ▪ Identifiable strategy: 84 responses (60.4%)
Grade 6	▪ Total responses: 77 ▪ Giving up / ignoring: 16 responses (20.78%) ▪ Providing an identifiable strategy: 61 responses (79.22%)	▪ Total responses: 74 ▪ Giving up / ignoring: 13 responses (17.57%) ▪ Providing an identifiable strategy: 61 responses (82.43%)

Table 3.0b. Qualitative results for the Top 3 most common student problem solving strategies.

Cohort	October 2024	May 2025
Grades 4 and 5	1. Think / plan / brainstorm: 23 responses 2. Ask for help (teacher, parent, adult): 21 responses 3. Talk it out (communicate with others): 14 responses	1. Ask for help (teacher, friend, adult): 30 responses 2. Think / plan / brainstorm: 26 responses 3. Talk it out (communicate with others): 15 responses
Grade 6	1. Asking for Help – 24 responses (36.92%) 2. Thinking / Analyzing – 21 responses (32.31%) 3. Calming / Emotional Regulation – 10 responses (15.38%)	1. Asking for Help – 27 responses (39.13%) 2. Thinking / Analyzing – 27 responses (39.13%) 3. Using Tools / Resources – 6 responses (8.70%)

Summary of Trends
- Absenteeism dropped significantly (12.48% → 4.92%).
- Anxiety decreased (36% → 27%).
- Sense of belonging improved in Grades 4–5; Grade 6 remained static.
- Teacher care remained high; stress-management strategies improved (+14.2%).

Problem-Solving Insights
- Qualitative Data (Tables 3.0a & 3.0b):

- Fewer students reported "giving up"; more used identifiable strategies.
- Top strategies: Ask for help, Think/plan, Talk it out.
- Grade 6 showed gains in asking for help and thinking strategies; resource use remains low.

Implications
- CPS training positively impacted teacher confidence and student well-being.
- Continued focus needed on resource-based problem-solving support
- Year 2 will expand strategies for communication and cognitive problem-solving.

Part B. The number of students in the "at-risk" categories in literacy will be reduced.

- Action Steps:
  - Created Division 1 Learning Leader role focused on early literacy.
  - Formed PLC aligned with CBE Literacy Framework; used evidence-based resources (UFLI, Heggerty, Acadience).
  - Leveraged staff expertise from graduate programs (U of C, U of A).
  - Added 0.2 FTE intervention teacher for targeted support.
- Approach:
  - Implemented explicit, systematic literacy strategies for EAL and neurodiverse learners.
  - Used CC3 and LeNS screeners to measure progress.
- Results (Table 4.0):
  - CC3: Support needed dropped from 16.8% → 10.06%.
  - LeNS: Support needed dropped from 23.5% → 11.76%.
  - Teacher Survey: 100% valued and participated in early literacy PD.
- Additional Outcomes:
  - Increased engagement in Division 2 literacy activities.
  - Teacher feedback highlighted UFLI, Morpheme Magic, and coaching as most impactful.
- Student Feedback (CBE Survey):
  - Major gains in literacy opportunities:
    - Read/write/talk daily: +47.6%.
    - Read interesting books: +37.8%.
- Next Steps:
  - Year 2: Extend approach to Division 2; measure spelling, fluency, comprehension using CBE Literacy Framework tools.
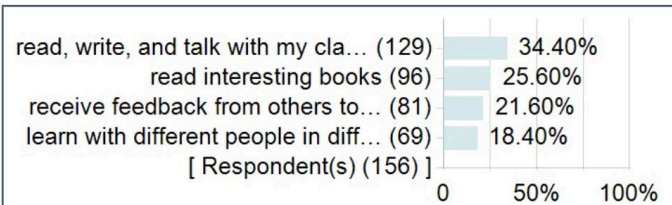
Table 4.0. Measures for students struggling with literacy.

Source	Measure	Result	
		Pre-measure	Post-measure
CC3	Percentage of grade 2 and 3 students that require support	16.8%	10.06%
LeNS	Percentage of grade 1 and 2 students that require support	23.5%	11.76%
Student	CBE Survey	Literacy Framework Questions See Figures 1 and 2 below	Quantitative
Teacher	Local Survey	Teacher efficacy with supporting early literacy best practices	100% of teachers valued and participated in the whole-school professional learning on early literacy within the division 1 teacher team

Figure 1.0. below illustrates the student responses to various questions posed to grades 5 and 6 students in the CBE Survey.
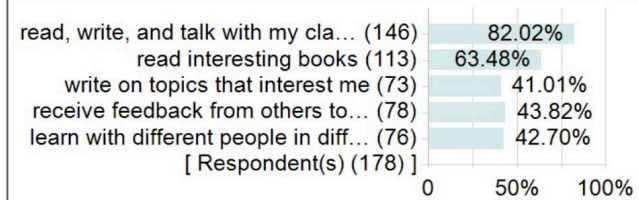
October 2024	October 2025

In my classes, I have the opportunity to (check all that apply)

read, write, and talk with my cla... (129) — 34.40%
read interesting books (96) — 25.60%
receive feedback from others to... (81) — 21.60%
learn with different people in diff... (69) — 18.40%
[Respondent(s) (156)]

0   50%   100%

Options	Count	Percentage
read, write, and talk with my classmates every day	129	34.40%
read interesting books	96	25.60%
receive feedback from others to improve my writing	81	21.60%
learn with different people in different spaces to improve my reading and writing skills	69	18.40%
Respondent(s)	156	

In my classes, I have the opportunity to (check all that apply)

read, write, and talk with my cla... (146) — 82.02%
read interesting books (113) — 63.48%
write on topics that interest me (73) — 41.01%
receive feedback from others to... (78) — 43.82%
learn with different people in diff... (76) — 42.70%
[Respondent(s) (178)]

0   50%   100%

Options	Count	Percentage
read, write, and talk with my classmates every day	146	82.02%
read interesting books	113	63.48%
write on topics that interest me	73	41.01%
receive feedback from others to improve my writing	78	43.82%
learn with different people in different spaces to improve my reading and writing skills	76	42.70%
Respondent(s)	178	

Key Insights
- Significant reduction in students requiring literacy support:
    - CC3: +6.74%
    - LeNS: +11.74%
- All teachers engaged in structured early literacy PD.
- Student feedback (CBE Survey):
    - Read/write/talk daily: +47.6%
    - Read interesting books: +37.8%
- Resource investments and PLC collaboration drove improvements.

Next Steps
- Year 2: Extend approach to Division 2; measure spelling, fluency, and comprehension using CBE Literacy Framework tools.

Summary

SVS has experienced success in pursuing the two outcomes related to well-being and literacy in year 1 of a 3-year school development plan. Continued work to refine the approaches to both areas that include student voice, teacher collaboration, and parent involvement will be ongoing and guided by key CBE frameworks, best practice/research, and critical feedback.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025

The Alberta Education Assurance Measure Results Report (Spring 2025) 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

Required Alberta Education and Childcare Assurance Measures - Overall Summary
Fall 2025

School: 9383 Simons Valley School

Assurance Domain	Measure	Simons Valley 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	73.2	79.0	78.5	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	70.7	78.6	78.9	79.8	79.4	80.4	Low	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
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.9	87.5	88.8	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.3	83.0	84.1	84.4	84.0	84.9	Very Low	Declined	Concern
	Access to Supports and Services	62.5	65.9	66.4	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	77.2	75.2	77.6	80.0	79.5	79.1	Intermediate	Maintained	Acceptable