

**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

**Erin Woods 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 foundational skills in literacy and mathematics will improve

Outcome One: Students will improve in reading comprehension through vocabulary development

Outcome Two: Students will improve in engaging and representing understanding during rich math discourse

### Celebrations

- In Mathematics there was a decrease in students requiring additional support (RAS) by 11.3% as reported on numeracy screeners
- 43.9% improvement in students requiring additional support (RAS) as assessed by the Letter Name-Sound (LeNS) and Castles and Coltheart Reading Test (CC3) screeners.
- Decrease of 9.55% of students who are at risk, as determined by the CORE Maze, CORE vocabulary and Words their Way Spelling Inventory assessments.

### Areas for Growth

- Improving student regulation skills so they can engage in learning
- Assurance Survey results indicated a drop of 8.2% in “Math is Interesting to Me”.
- Increase student confidence, competence and motivation to improve foundational skills and problem-solving strategies in Mathematics.
- Increasing opportunities for students to engage and explore understanding through verbal discourse.

### Next Steps

- Increased the Reading and Mathematics Intervention teacher position from 0.4 FTE to 0.9 FTE.
- Continue use of the MathUP resource and newly acquired mathematics manipulatives to provide more hands-on learning opportunities.
- Utilize both system-wide and school-based rubrics to calibrate and target assessments, supporting effective task design in all subject areas.

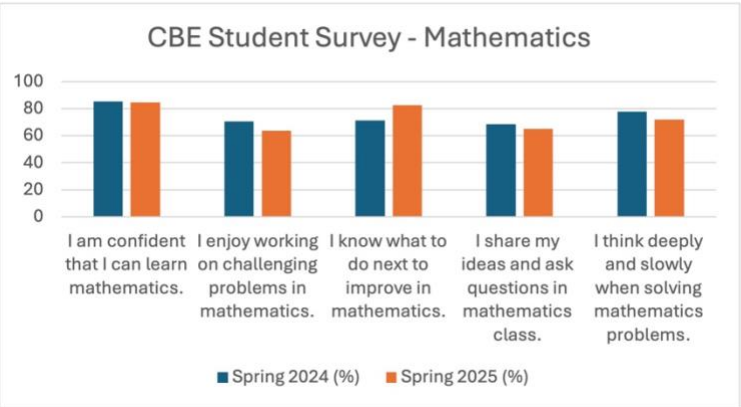
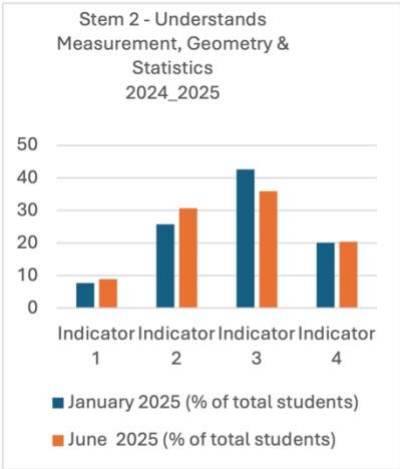
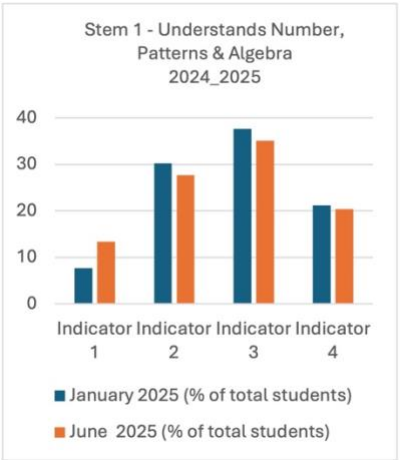
Our Data Story:

Using the Learning Framework, staff developed shared beliefs about math instruction. Teachers agreed that math is a social construct requiring a student-centered approach. Our Math Bedrocks (Tier 1 supports) reflect this through high-impact strategies:

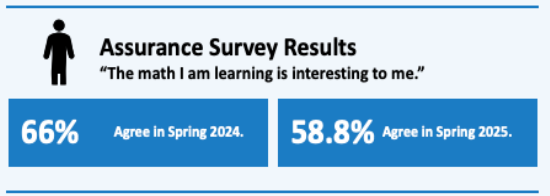
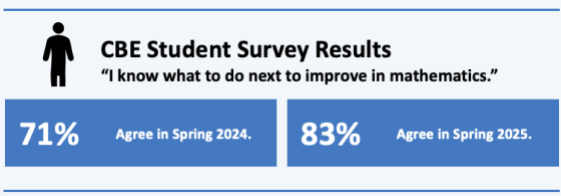
- Evidence-based resources
- Low floor/high ceiling tasks
- Math routines with depth and rigor
- Consistent use of manipulatives
- Playful math experiences
- Lessons that activate prior knowledge, foster inquiry, and consolidate learning

These bedrocks represent a significant shift in our pedagogy. Teachers collaborated in grade teams, PLCs, and response meetings to select resources and create outcomes-based rubrics. Marian Small’s Math Up was chosen as our primary resource because it aligns with our Bedrocks. While assessing students against outcomes, teachers noticed gaps between report card indicators and actual learning. After recalibrating assessment, we observed more 1-indicators and fewer 3-indicators on stems.

Division 1 students identified as “at-risk” dropped from 37% in September 2024 to 29% in May 2025. The most notable gains were in Grades 1 and 2, where many students moved from “at-risk” to “not-at-risk.”



CBE Student Survey shows a decline in students’ sense of autonomy, confidence, and social engagement in math—down 1–9% in most areas. Interest in math dropped 7% from 2024 to 2025.



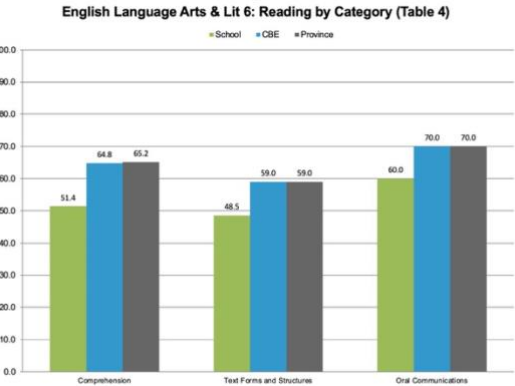
Re-establishing our common literacy practices or our Universal Tier 1 supports created an opportunity for teachers to create common practices. Teachers focused on thoughtfully designing tasks that foster a love for literacy and develops essential skills in reading. Our Literacy Bedrocks (Tier 1 Supports) reflect this through the following high-impact strategies:

- Direct instruction of language comprehension
- Flexible Groupings
- Joyful Literacy
- Outcomes-Based Assessment Practices
- Five Center Rotation Model

A reading intervention teacher was scheduled during the common literacy block to create targeted small group supports. Consistent checklists and screeners were used to assess student growth and make any necessary adjustments within flexible groupings.

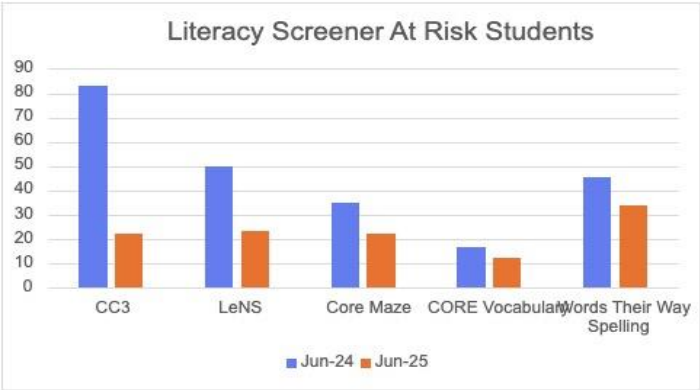
Early Learning Assessments (LeNS) – 26.26% (CC3) 61.9% year over year improvement for students who were students requiring additional supports.

**Insights and Next Steps:** Our data indicates a need to strengthen and solidify foundational math pedagogies to positively impact student achievement. While our shift in teaching and assessment practices during the 2024–25 school year will take time to fully translate into measurable academic results, it is prudent to stay the course. Our Erin Woods Math Bedrocks are deeply rooted in evidence-based, high-impact strategies and aligned with the CBE



Mathematics Framework. To further support this work, we are assigning a dedicated math intervention teacher to provide targeted instruction in foundational math and numeracy skills for 85 minutes each day.

Literacy data shows significant improvement in foundational reading skills; however, Part B of the ELA Provincial Achievement Test highlights a need to strengthen overall reading comprehension and language acquisition. In response, we will prioritize high-impact strategies for reading comprehension within our literacy block. These strategies will include explicit instruction in making inferences, analyzing text structures, and expanding academic vocabulary to deepen understanding and support language development.



**CBE Student Survey - Literacy**  
"I Understand what I read."

**91.5%** Agree in Spring 2024.

**91.8%** Agree in Spring 2025.

**CBE Student Survey - Literacy**  
"I can contribute to conversations about books."

**85%** Agree in Spring 2024.

**68.89%** Agree in Spring 2025.

# 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	Erin Woods 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>	73.9	87.5	85.2	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	63.6	75.8	76.5	79.8	79.4	80.4	Very Low	Declined	Concern
	<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>	86.5	89.6	90.6	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	74.9	79.1	82.0	84.4	84.0	84.9	Very Low	Declined	Concern
	<a href="#">Access to Supports and Services</a>	64.6	79.7	76.3	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	<a href="#">Parental Involvement</a>	70.4	75.6	68.8	80.0	79.5	79.1	Very Low	Maintained	Concern