Nose Creek 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: *Students are able to read and understand text specific to the discipline. (science, math, ELA, Social Studies, CTF, PE and Fine Arts)*

Outcome Two: *Students overall sense of belonging will increase through confidence in learning by creating an inclusive environment*

Celebrations

- Increase in percentage of students achieving an Indicator of 4 on Report Card Stem Reads to explore, construct and extend understanding 14.5% average in 2023-2024 to 17.3% average in 2024-2025
- Dibels Maze – Overall, 67% of students improved their score from the beginning of the year to the end of the year.
- Dibels Maze – 60% of grade 6 students scored in the red range at the beginning of the year and decreased to 27% by the end of the year.
- Core Vocabulary Assessment – Overall, 61% of students improved their score from the beginning of the year to the end of the year.
  - Core Vocabulary Assessment – 7% of students scored in the red range at the beginning of the year and decreased to 5% of students by the end of the year.
  - Increase in the percentage of students who felt welcomed at school based on the CBE Student Survey
  - Increase in the percentage of students who saw their culture in the school based on the CBE Student Survey – Spirit to be
  - Slight increase in the percentage of students who achieved an Indicator of EX on Report Card Stem R4- Engages in learning with confidence and persistence
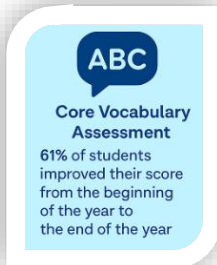
Areas for Growth

- Deepen disciplinary literacy through explicit teaching of academic vocabulary and comprehension strategies (Frayer model, sentence frames, graphic organizers)
- Strengthen numeracy instruction with explicit modeling of multi-step problem solving, and opportunities for students to explain their reasoning
- Use cross-curricular performance tasks to integrate literacy and numeracy
- Embed Social Emotional Learning (SEL) practices into daily instruction to foster confidence, perseverance and self-advocacy\
- Increase in parent engagement

Next Steps

- Reading assessment cycles for all students based on the Reading Decision Tree to track incremental student progress
- Use visual models, open-ended tasks and annotation to build conceptual understanding in all subjects
- Connect Complimentary subjects to core to design integrated tasks.
  Increase purposeful staff–student connections to ensure every student has a meaningful relationship with at least one adult in the school.

AREAS FOR GROWTH

INSTRUCTIONAL FOCUS AND COMMUNITY
PRIORITIES 2024–2025

DISCIPLINARY LITERACY
Deepen disciplinary literacy through explicit teaching of academic vocabulary and comprehension strategies

NUMERACY
Strengthen numeracy instruction with explicit modeling of multi-step problem solving and opportunities for students to explain their reasoning

CROSS-CURRICULAR INTEGRATION
Use cross-curricular performance tasks to integrate literacy and numeracy

SOCIAL-EMOTIONAL LEARNING (SEL)
Embed SEL practices into daily instruction to foster confidence, perseverance and self-advocacy

PARENT ENGAGEMENT
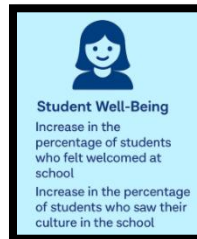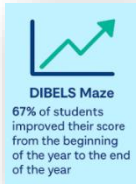Increase in parent engagement

Our Data Story:

At the start of the year our focus was centered on improving student achievement in literacy across all disciplines – Humanities, Science, Math, CTF, PE and Fine Arts. We aimed for every student to develop the ability to read and understand text specific to subject area, while strengthening their confidence and sense of belonging within an inclusive learning environment.

DIBELS Maze
67% of students improved their score from the beginning of the year to the end of the year

Teachers collaborated to refine instructional practices and structures to ensure that students not only built foundational skills but would develop the skills to transfer them across subjects. In addition, we continued to focus on fostering well-being, confidence and inclusion in a safe learning environment.

Teachers used measurable assessments in reading comprehension, vocabulary development and engagement in learning. We expected more students to achieve higher levels on literacy related report card indicators, improved outcomes on school wide reading assessments, and positive shifts in student perception data related to belonging and cultural representation.

Our data tells a story of growth and meaningful change. The percentage of students achieving an indicator of 4 on the report card stem "Reads to explore, construct and extend understanding rose from 14.5% to 17.3%. This gain reflects the impact of target reading assessment, regular assessment cycles and school wide emphasis on disciplinary literacy. School based assessment data reinforced this upward trend with 67% of students improving their score on the Dibels Maze from the initial assessment to the end of the year. Similarly, the Core Vocabulary Assessment, we saw a decrease in the number of students in the red range from 7% to 5% and overall, 61% of students improved their score.

To deepen our culture belonging we continued with our Student Advisory group, intentional cultural diversity practices in the classroom and around the school. Professional learning days focused on Indigenous ways of knowing and learning. On the CBE Survey we saw an increase in students who feel welcome at school, from 66% to 68%. Our school Survey maintained the same percentage of students who had a sense of belonging.

Student Well-Being
Increase in the percentage of students who felt welcomed at school
Increase in the percentage of students who saw their culture in the school

Insights and Next steps:

We will continue to use reading assessment cycles guided by the Reading Decision Tree to track progress and plan instruction. Teachers will integrate explicit disciplinary literacy strategies such as annotation, the Frayer Model, language function (what is the purpose of language), sentence frames and use of visual models. CBE student survey highlighted the need for increased engagement for students as the overall confidence in Reading decreased from 92% to 90%. Teachers will collaborate during PLC to design integrated tasks that include core and complimentary curriculum to build understanding. Numeracy emerged as an area of growth. Teachers will continue to support students in navigating multistep problems and articulate their mathematical reasoning. Teachers will continue to expand parent engagement and embed Social Emotional Learning within the classroom.

NEXT STEPS

DISCIPLINARY LITERACY
Continue to use reading assessment cycles guided by the Reading Decision Tree to track progress and plan instruction.

NUMERACY
Numeracy has coninued as anrea of growth Teachers will continue to support students in navigating multistep problems and articulate their mathematical reasoning.

PARENT ENGAGEMENT
Expanded parent engagement and embedded Social Emo.

LOOKING FORWARD
Our tschool will focus on deepening practices in Disciplinary Literacy strategies emmbedding explicit academic strategies, cross curricular tasks to integrate literacy, and refine assessment consistency between groups. When teacher focus on skill instructions with opportunities for choice, students become not only fluent readers but also confident in understanding texts across all subject areas

Less than 5% of our parents participated in the Alberta Educations Assurance Survey. This feedback is an important part of how we plan for improvement and celebrate what's working well. We want to hear parents' voices. We need to better engage parents in sharing their perspectives by focusing on how to improve parent engagement through weekly reminders, online information and additional opportunities to connect with the school may improve results.

Looking forward, the school will focus on deepening practices in Disciplinary Literacy strategies through embedding explicit academic strategies, cross curricular tasks to integrate literacy, and refine assessment consistency between groups. When teachers focus on skill instructions with opportunities for choice, students become not only fluent readers but also confident in understanding texts across all subject areas. This intentional focus on disciplinary literacy ensures that students develop strategies needed to comprehend and communicate within each discipline, strengthening their ability to make meaningful connections between what they read and what they learn.

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	Nose Creek 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	77.3	82.4	81.9	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	68.5	73.7	70.6	79.8	79.4	80.4	Low	Maintained	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
	PAT6: Acceptable	n/a	76.8	77.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	20.9	22.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	55.7	57.2	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	12.1	11.7	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	81.1	83.7	84.8	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.2	79.8	78.2	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	72.3	74.5	71.5	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	73.7	80.2	74.4	80.0	79.5	79.1	Low	Maintained	Issue