Silver Springs 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' written communication will improve through a focus on responsive feedback.

Outcome Two: Grade 1 to 3 students' reading will improve though a focus on phonological awareness and decoding skills.

Celebrations:

- Students demonstrated growth in achievement in writing in our Gr 2 to Gr 6 cohorts (data collected from cohort achievement rather than grade achievement). In the Report Card writing stem data, there was reduction across the cohorts in the percentile of students achieving indicators of 1 (-1.9 percentile) and 2 (-6.2 percentile), a significant increase in percentile of students achieving 3 (+12.0 percentile).
- Students demonstrated growth in achievement in reading in our Gr 2 to Gr 6 cohorts. In the Report Card reading stem, there was a significant drop in the percentile of students in ALL cohorts achieving 1(-2.3 percentile) and 2(-7.5 percentile) and a steady increase in students achieving 3 (+26.7 percentile) and 4 (+2.6 percentile).
- Students' phonological awareness and decoding skills improved with a 26.03 percentile increase in the not-at-risk students in LeNS and 8.69 percentile increase in the not-at-risk students in CC3.

Areas for Growth

- Increase student achievement towards mastery of writing skills, with ongoing use of responsive feedback and effective formative assessment practices. This is because we noted that there was a modest change in students achieving 4s in writing with a reduction in our Gr 2s and 3s achieving Indicator of 4s.
- Improve student positive engagement in language arts – by engaging with students in the development of tasks, and ensuring multiple entry points for accessibility, so that they have greater voice and choice, as well as clear understanding of learning intentions when reading and writing. This is because of the perception data from surveys that point to this gap.
- Improve student perception of their access to supports and services, through intervention support, flexible groupings, and responsive feedback to requests for support. This is also because of the perception data from surveys that point to this gap.

Next Steps

- Use of common resources (3 professional books), to build capacity for engaging task design with new curriculum for continued student achievement of powerful writing skills and to enhance student confidence and joy when writing.
- Refinement of assessment practices to communicate clear learning intentions and using new CBE progressions of learning outcomes for ELAL in order to provide responsive feedback, so that students can set goals for mastery and take pride in their learning as writers and readers.
- Access Indigenous wisdom and pedagogy from Elders in residence to learn how use of oral language and storytelling can build vocabulary and effective language use in writing.

Our Data Story:

Context:
For our 2024-25 school year, the learning community of Silver Springs focused on a goal to improve student literacy achievement in writing and reading. Outcomes demonstrating achievement of this goal were that students would improve written communication through a focus on responsive feedback and students' reading would improve through a focus on phonological awareness and decoding skills. Teachers planned for this work with actions that included instructional and assessment practices, that utilized high impact strategies, from the CBE Literacy Framework/Science of Reading and the Writing Rope.

The goal also included actions to enhance inclusion and well-being by empowering students as learners — building their confidence, encouraging appropriate risk-taking, and increasing their focused engagement in reading and writing tasks. To support this growth, specific assessment practices were implemented. These included:

- Using common assessment tools across divisions
- Clearly communicating learning outcomes to students
- Providing actionable criteria aligned with learning intentions
- Offering goal-setting opportunities to foster student ownership of learning

To improve reading achievement, teachers continued to use consistent instructional practices school-wide, supported by resources such as Heggerty (Kindergarten), UFLI (Grades 1–2), and Words Their Way (Grades 3–6). This consistency promoted coherence in instruction and assessment, particularly in developing phonological awareness and decoding skills.

Data used to inform the 2024–25 School Development Plan (SDP) included report card results, survey perception data, and classroom assessment evidence. Analyzing this data helped identify gaps in student achievement, particularly in vocabulary development and sentence structure. Teachers aimed to ensure that improvement in these areas of writing would transfer across the curriculum, recognizing that literacy achievement supports success in all subjects, especially social studies and science.

All teachers collaborated in Professional Learning Communities (PLCs) and team planning sessions, grounding their work in the science of reading and writing. They regularly referenced the CBE Literacy Framework**,** CBE Reading Assessment Tree**,** and shared instructional resources provided by colleagues and school leadership.

Writing:
Teachers in Grades 3/4 and 5/6 focused on building students' vocabulary by designing tasks that helped them identify and study specific Tier 2 and Tier 3 words across subject areas. They used *Words Their Way* and *Morpheme Magic* to develop lessons emphasizing the morphology of studied vocabulary. These teachers also created criteria-based checklists and writing rubrics aligned with curricular outcomes to help students analyze their own writing. Students used feedback from teachers in small-group settings or from peers during the editing process to set goals and refine their written work. Some teachers also began exploring the use of AI tools to generate vocabulary assessments.

Teachers in Kindergarten and Grades 1/2 used picture prompts to build descriptive vocabulary and designed common writing tasks that included explicit instruction on using rich vocabulary in writing. Anchor charts displaying shared vocabulary were visible in classrooms to support transfer into student writing. Teachers modeled sentence construction, engaged students in shared analysis of writing samples, and made learning visible through collaborative reflection. Writing samples were analyzed collectively during Professional Learning Communities (PLCs) to calibrate assessment and plan next instructional steps.

To support students identified as at risk or with complex learning needs, Silver Springs School provided targeted literacy intervention through small group instruction with an Intervention Teacher, flexible grouping across grades, and the use of technology tools to assist exceptional learners.

Across all grades, word study was intentionally connected to small-group reading instruction, including:

- Word study in decodable books
- Vocabulary exploration during guided reading
- Use of Frayer Models to deepen understanding of vocabulary in non-fiction texts

When gaps were identified, teachers provided individualized supports. For example, some students needed help transferring their oral vocabulary from storytelling to written expression. These students were given tools to record and access vocabulary from reading and word study during writing tasks. Multiple entry points for learning, use of oral storytelling, and connections to students' interests and land-based experiences provided accessible and meaningful literacy opportunities for all learners.

During PLC discussions, teachers identified that sentence structure and conventions continued to pose challenges for some students. Instruction was then extended to include key strands of the Writing Rope—Syntax and Transcription—through direct instruction. Strategies included:

- Use of templates and modeled examples
- Explicit teaching of specific sentence structures

- Application of acronyms and criteria checklists

Teachers employed a gradual release model to build student independence and confidence in writing. Over the course of the year, measurable growth in writing achievement was observed in PLC reflections, with students demonstrating stronger use of rich vocabulary and more cohesive sentence construction in their writing samples.


Reading:
Teachers noted that the word study and vocabulary development through targeted approach of UFLI, Reading Intervention, Words Their Way and direct instruction of strategies also impacted development of reading success. Data from formal Alberta Education Assessments and Report Card indicators supports this observation.

Alberta Assessment Data for Phonological Awareness and Decoding: LeNS and CC3
The data from Silver Springs LeNS and CC3 results shows improvement overall. However, looking closely we can see the most significant improvement in our Gr 1 students where no students were assessed as requiring additional supports during the Sept/January assessment.
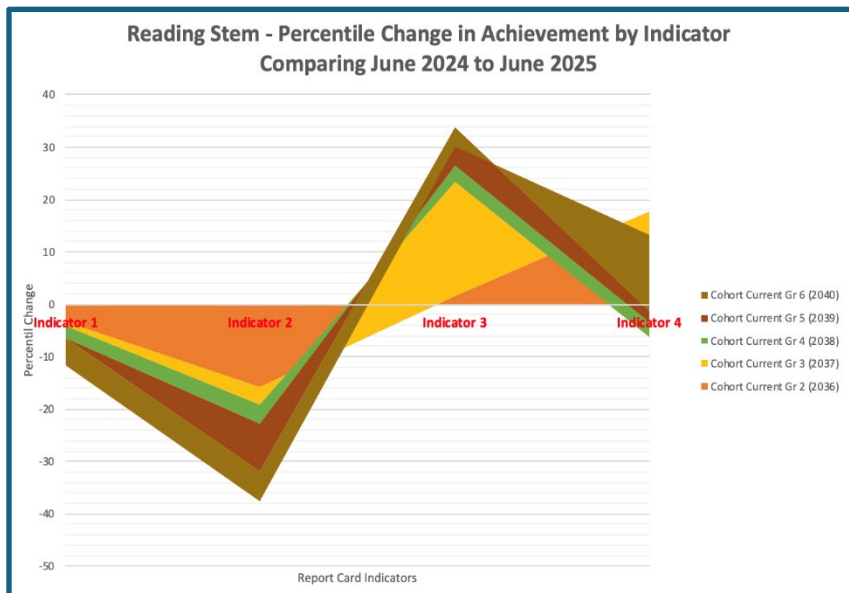
LeNS		**Grade 1 and 2 Assessment Results Averaged:** • **Reduction of At-Risk students from Sept 2024 28.77% to June 2025 2.74%** • **+26.03 percentile improvement in students Not Requiring Additional Supports**	
LeNS specifics		Name Accuracy	Sound Accuracy
	Gr 1	• Sept.2024: 11.43% at risk • June. 2025: 0.0% at risk	• Sept. 2024: 31.43% at risk • June. 2025: 0.0% at risk
	Gr 2	*Not tested in Gr 2*	• Sept. 2024: 23.68% at risk • June. 2025: 5.6 % at risk
CC3		Grades 1, 2, 3 Assessment Results Averaged: • **Reduction of At-Risk students from Sept 2024 12.17% to June 2025 3.48%** • **+8.69 percentile improvement in students Not Requiring Additional Supports**	
CC3 Specifics		Sept/Jan Pre test Gr 1: 11.43% at risk Gr 2: 15.79% at risk Gr 3: 9.52% at risk	June Post Test Gr 1: 5.7 Gr 2: 5.3 Gr 3: 0%

Report Card Data for Writing and Reading: Data was analyzed to determine the achievement of each cohort of students in both reading and writing from end of 2024 to end of 2025.

Writing Stem - Percentile Change in Achievement by Indicator Comparing June 2024 to June 2025
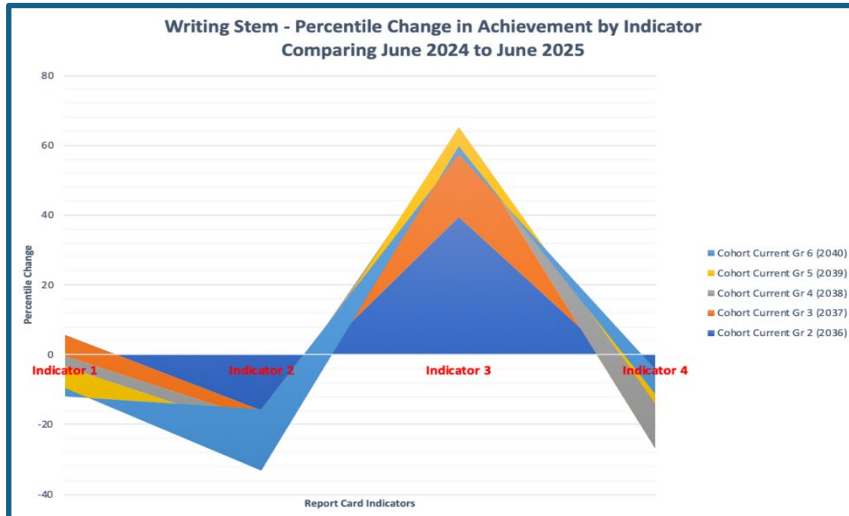
Writing stem: Growth in achievement in writing was noted in the cohorts from June 2024 to June 2025. In the writing stem, there was an overall reduction across the cohorts in the percentile of students achieving indicators of 1 and 2, a significant increase in percentile of students achieving 3s. There was modest change in the percentile of students achieving 4s, with a reduction in our Gr 2s and 3s achieving an indicator of 4.

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Cohort Current Gr 2 (2036)	+5.7	-15.9	+39.6	-11.9
Cohort Current Gr 3 (2037)	-6.2	-2.9	+24	-15
Cohort Current Gr 4 (2038)	-2.9	-3.4	+1.5	+12.8
Cohort Current Gr 5 (2039)	-8.7	+6.6	-7.8	+9.8
Cohort Current Gr 6 (2040)	+2.6	-17.5	+2.4	-6.9
Average	-1.9	-6.2	+12.0	+0.1

Reading Stem - Percentile Change in Achievement by Indicator Comparing June 2024 to June 2025

Reading stem: Growth in achievement in reading was also noted for cohorts from June 2024 to June 2025. Again, a significant drop in the percentile of students in ALL cohorts achieving 1s and 2s and a steady increase in the cohorts of students achieving 3s and 4s, except for our Grade 3 cohort of students who showed a decrease in Indicator 4.

Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Cohort Current Gr 2 (2036)	-3.3	-15.9	+1.5	+17.6
Cohort Current Gr 3 (2037)	-0.8	-3.4	+22	-23.7
Cohort Current Gr 4 (2038)	-2.3	-3.4	+3.0	+2.8
Cohort Current Gr 5 (2039)	0	-9.2	+7.3	+1.9
Cohort Current Gr 6 (2040)	-5.3	-5.8	-3.6	+14.7
Average	-2.3	-7.5	+26.7	+2.6

Perception Data:

Because the School Development Plan (SDP) actions for Well-Being and Truth and Reconciliation, Diversity, and Inclusion were designed to strengthen students' sense of belonging and well-being, teachers intentionally planned instruction and assessment to foster confidence**,** risk-taking, and focused engagement in reading and writing.

Perception data from October 2024 to May 2025 showed growth for most students in the areas of Goal Orientation**,** Self-Regulation, and Setting Goals for Learning. This data was gathered from both the *OurSCHOOL* surveys and the *CBE K–3 Well-Being Survey*. With teachers' emphasis on responsive feedback, students were given increased voice and choice in setting goals to improve their learning.

Elementary and Secondary OurSCHOOL Survey	Oct 2024	May 2025	Change
Gr 4 and Gr 5: Self Regulation – Ability to consciously control emotions and maintain focus on task	76%	82%	+5%
Gr 4 and Gr 5: Students with positive goal orientation- set relevant, attainable goals and exert deliberate and persistent effort to achieve them	81%	82%	+1%
Gr 6: Students with positive goal orientation - set relevant, attainable goals and exert deliberate and persistent effort to achieve them	73%	71%	-2%
Gr 6: Self Regulation – Students have ability to consciously control emotions and maintain focus on task	76%	82%	+5%
CBE K-3 Well-being Survey	Oct 2024	May 2025	Change
I set goals for my learning and work towards them	Gr 1: 73% Gr 2: 93% Gr 3: 64%	Gr 1: 73% Gr 2: 93% Gr 3: 74%	*Maintained *Maintained *Increased by 10%

By the end of the year, teachers' observational data aligned with these survey findings. Teachers noted that students demonstrated:

- Greater perseverance during writing tasks
- More independence in using checklists and rubrics to self-assess
- Increased engagement and empowerment through the use of personal dictionaries, anchor charts, peer support, and teacher conferencing when setting writing goals

These outcomes reflect meaningful progress toward the SDP's intent—to empower students as confident, capable learners who take ownership of their growth as writers and readers.

An area of growth that the perception data revealed in the *Alberta Assurance Survey* was students' identification of enjoyment and engagement in their literacy tasks. Although parents and teachers maintained their agreement over the years, that students are engaged in their learning at school, student agreement with this statement has declined, with 60% of Grade 4 students agreeing *yes* to "Do you like learning language arts?" down 6% from last year. Student engagement and Supports for Learning will continue to be areas of concern and focus for next year. It is important to note that our teachers felt that some of the decline in student perception of engagement might be due to student's experiencing new curriculums.

At Silver Springs School, we have been and will continue to engage the whole student - spirit, heart and mind and body in their literacy development, and activated our students to be owners of their learning through goal setting, self-assessment and peer assessment.

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	Silver Springs 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	81.5	79.9	78.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	82.4	85.6	83.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	78.8	87.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	21.2	23.1	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	89.7	86.1	85.1	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	88.0	87.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	68.3	71.1	71.3	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	85.6	78.5	80.0	80.0	79.5	79.1	Very High	Maintained	Excellent