


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

Griffith Woods School

7652 26th Ave. S.W. Calgary, AB T2X 3x2 t | 403-817-3572 e | griffithwoodsl@cbe.ab.ca

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 will have increased voice and engagement through involvement in task-design and assessment, resulting in higher reading measures

Celebrations

- We continue to demonstrate strong and increased reading achievement consistently above CBE norms with students “Not Requiring Additional Support” for the LeNS (90.13% compared to 77.72%) and CC3 (94.99% compared to 81.37%)
- We have implemented consistent 5-9 school-based assessments with the Dibels Core Reading Maze for three full years, which has provided a better understanding of the targeted assessment and its impact on cohorts of students as they progress in our specific learning environment.
- In Provincial Achievement results, we continue to maintain or improve the above provincial norms from the acceptable standards and excellence standards in reading. The grade 6 cohort had significantly strong results in both areas than the provincial norms (Acceptable was 8.7 % higher, Excellence was 6.8 % higher)

Areas for Growth

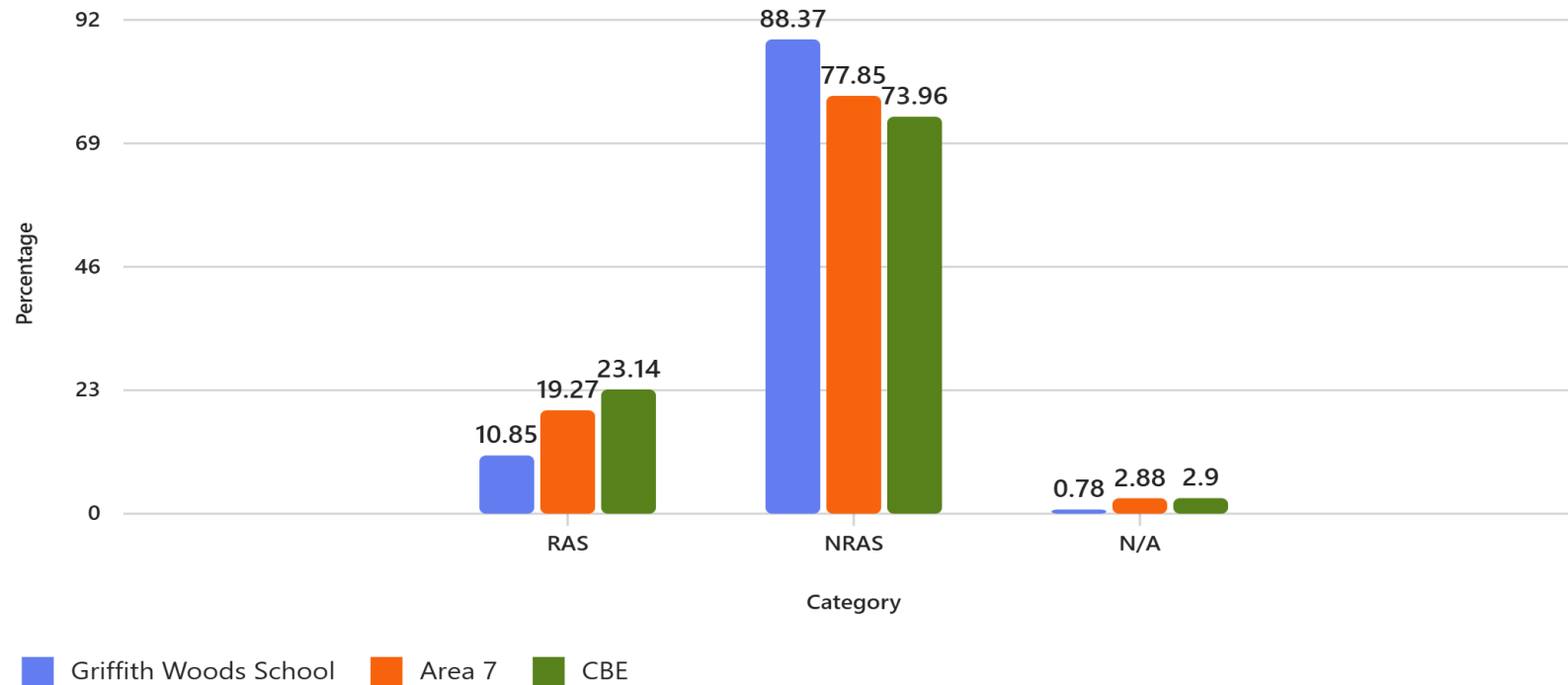
- Data indicates a significant drop in students' perception data from the Assurance Survey related to “The language arts I am learning at school is interesting to me” (58.43% , which is 12.1% lower than the previous year).
- While it is still above the provincial norms, our grade nine PAT data indicates that our students should be achieving a stronger level of excellence for the EALA and Special Ed Cohorts. There were 0 students who achieved excellence.
- Non-words in the CC3 are a relative weakness
- Ensure that tasks are relevant to students and engaging through task design, particularly differentiation. As we note both data for increased complexity (EALA and Complex Codes) in classrooms, this is essential for student learning in all areas. The is an engagement vs achievement mismatch.

Next Steps

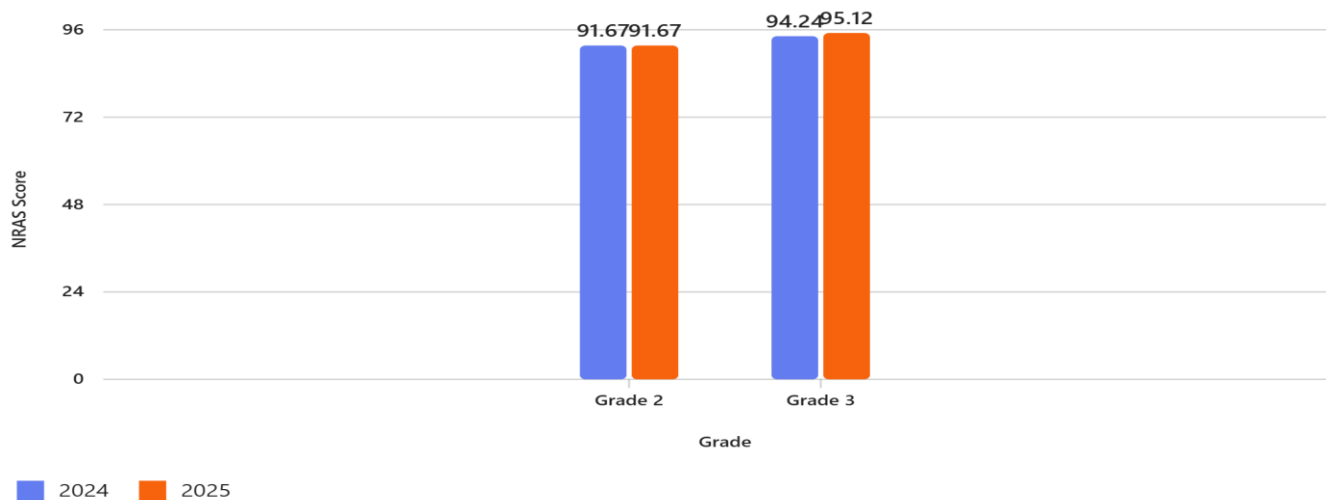
- PLC working groups should implement student engagement feedback/assessments in their six-week cycles
- Implementation of the Core Vocabulary to dig deeper and measure expressive language through word use as a secondary screener for the 5-9 student population
- Grade groupings in targeted areas to support phonemic and vocabulary instruction with increased complexity. Teams have common prep and we have moved discipline-based classes next to each other to facilitate regrouping.

Our Data Story:

Two years of results for the LeNS and the CC3, have provided us the ability to look at trends over time and in particular thinking about cohorts as they move through our school into Provincial Achievement Testing.

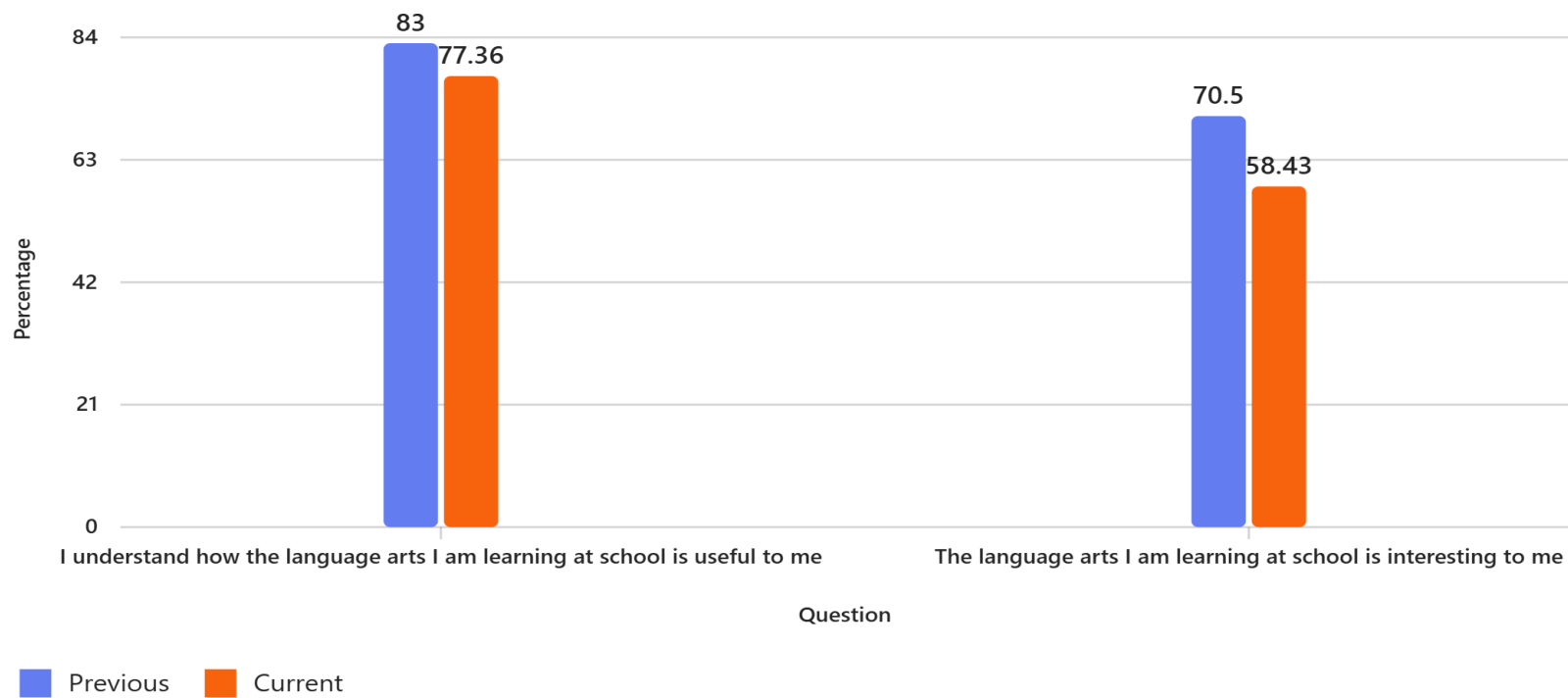


The LeNS results indicate that while we continue to be above the averages in the CBE, our level of students requiring reports is increasing as number of EALA and Coded students increase to a level more in alignment with Area 7. Within the time frame and the CC3, looking at grade 2 and 3 cohorts, we observed more consistent results, and continued to maintain higher results compared to the CBE.



It should be noted that our most significant gap within the CC3 was related to “Non-Words”, which does indicate a need to continue with the phonemic direct instruction in the early years setting, however as the complexity increases it will be essential for grades beyond to focus on this work in daily instruction. Students in the 5-9 setting are identified through the Diebels Core Maze three times a year.

With respect to the Provincial Achievement Exams, the Grade 6 results were only available this year, so provide no data related to the 2024-2025 SDP, however we can draw relative academic results from the Reading Comprehension, Part B Provincial Achievement Exam, which did demonstrate continued achievement above the provincial average in reading. 85.4 percent of grade 9 students achieved acceptable in reading, which is 8.1 percent above the province and 23.6 achieve excellence which is 6.2 percent above the province.



Of concern would be the significant drop in the perception data from the Alberta Achievement results report, indicating that this is a valid school development plan to continue, but teachers need to prioritize engagement in the PLC groupings.

Goal Two: Students will have an improved sense of belonging at school.

Outcome One: Students will increase their trusting relationships within the school community: peer to peer, staff to student, student to community.

Celebrations

- The secondary Our School Survey results show students with lower levels of anxiety and depression compared to the Canadian norms, (2%-6% lower) and higher levels of positive self-esteem (2%-6% higher) in Grades 6, 7, 8, and 9
- Students' connections to adults in the building improved. The CBE student survey reported that 100% of students felt a connection with at least one adult in the building compared to 75.79% the year previous.
- This year students felt more included and welcome at school. The CBE Students survey reported 79.23% of students felt included, and 83% of the students felt welcome, both with a 4% jump from the year before.
- 93.33% of students reported that they felt their teachers cared about them as per the CBE Student Survey. That is a 4% increase from the year before.

Areas for Growth

- Improving students' sense of belonging at Griffith Woods as according to the AEAM 82.49% of students responded that they feel welcome at school which is a drop of 5% compared to last year.
- Continue to improve how comfortable students are getting support from adults in the building with problems that are not related to academics. Only 64.53% of students feel they can get help with problems that are not about schoolwork according to the AEAM. It is a 6% increase from the previous year but can still be improved upon.
- Increase student attendance especially those who have an absenteeism between 10%-20%. We have 21.09% of students who have an absenteeism of above 10%. However, upon further investigation the majority is related to family decisions. Identifying those that are not connected to family decisions will be important. Our students with absenteeism between 20-50%, is well below the system averages with only 3.18% of our student population.

Next Steps

- Explicit Instruction of Social Emotional Competencies to support students
- Community Care CTF classes from Grade 6-9 that use student voice to improve sense of belonging and caring at Griffith Woods
- Create buddy classes, where older grade classes meet regularly with younger grade classes to work on specific tasks to build K-9 connections
- Engage in whole school planning where teachers work together to design tasks that incorporate student voice and encompass diverse student skills and interests
- Refocus our Collaborative Team Meetings on students that are not connected, engaged, and/or attending regularly

Our Data Story:

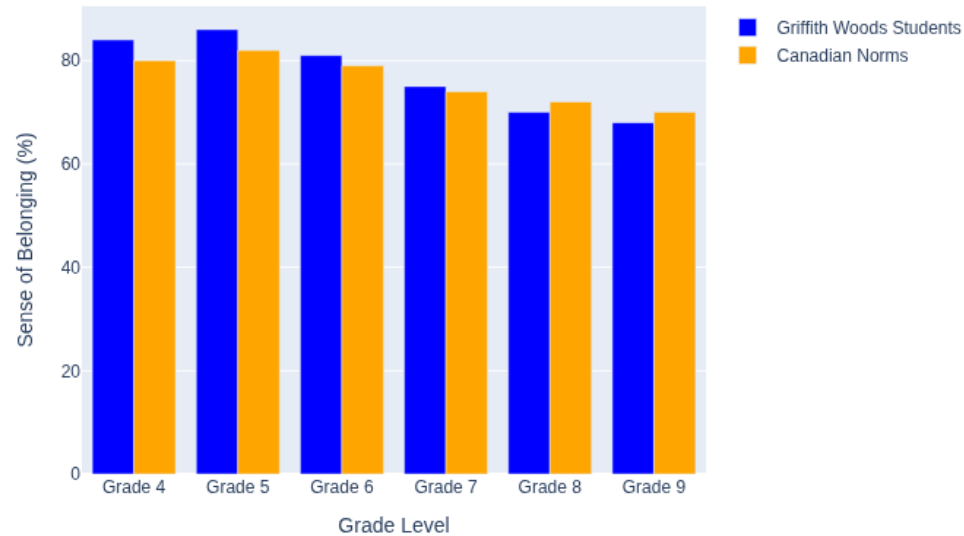
Our main goal is to improve students' sense of belonging at Griffith Woods. Specifically, having students build trusting relationships within the school community (peer to peer, staff to student, student to community) as teachers apply Social Emotional Learning (SEL) through using actions from the Well-Being companion guide.

Our main measures are collecting perception data on well-being and sense of belonging, using the CBE Student Survey, the Our School Survey, and the Assurance Survey. Using comparative data from 2023-24 to 2024-25, these surveys will give us a good snapshot of students' sense of well-being here at Griffith Woods. We expect to see high percentages in the specific questions of;

- 'There is at least one adult at school I really connect with'
- 'I feel welcome at school'
- 'I feel included at school'
- 'I can get help with problems that are not about schoolwork'

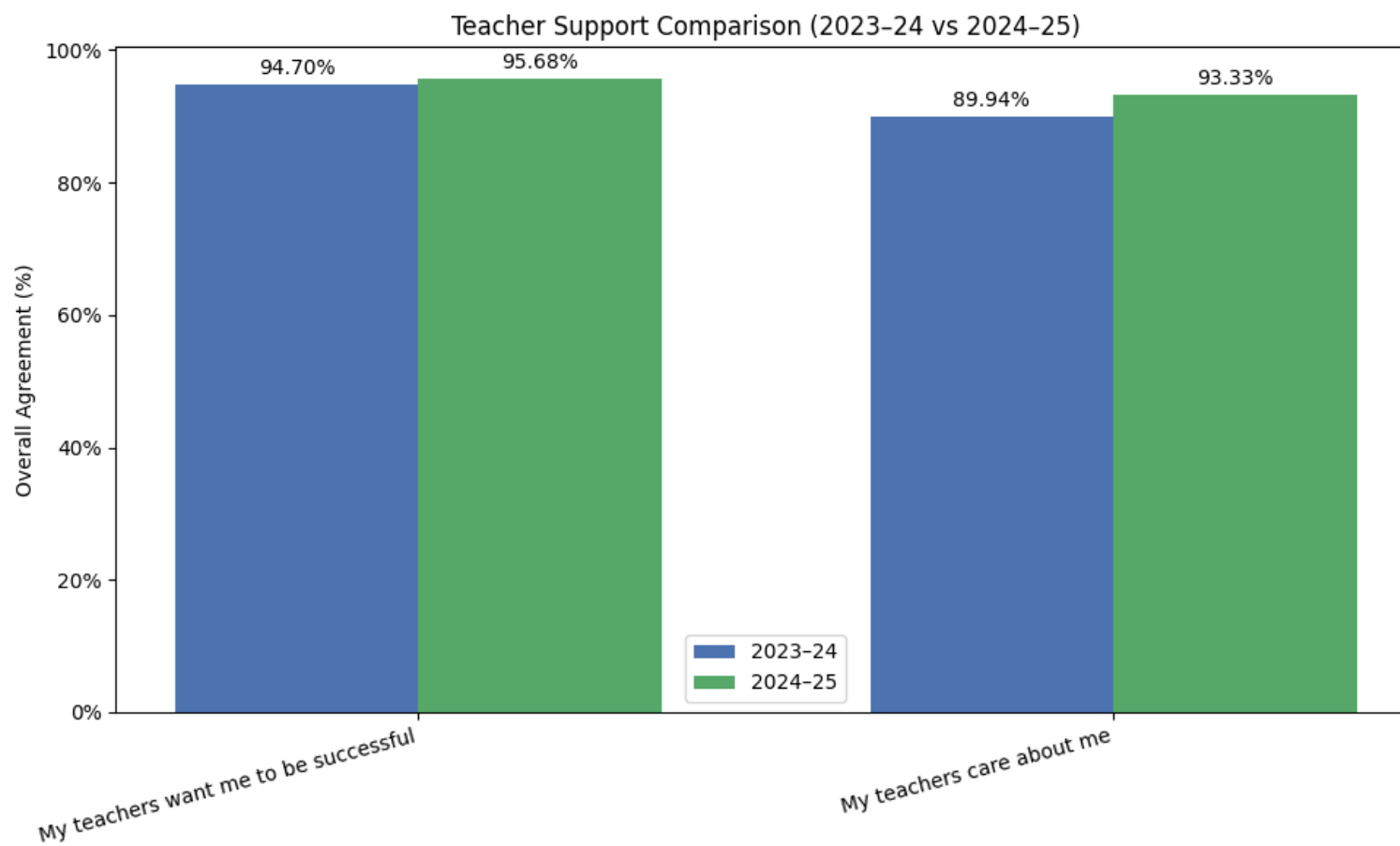
Overall Sense of Belonging Data from Our School Survey

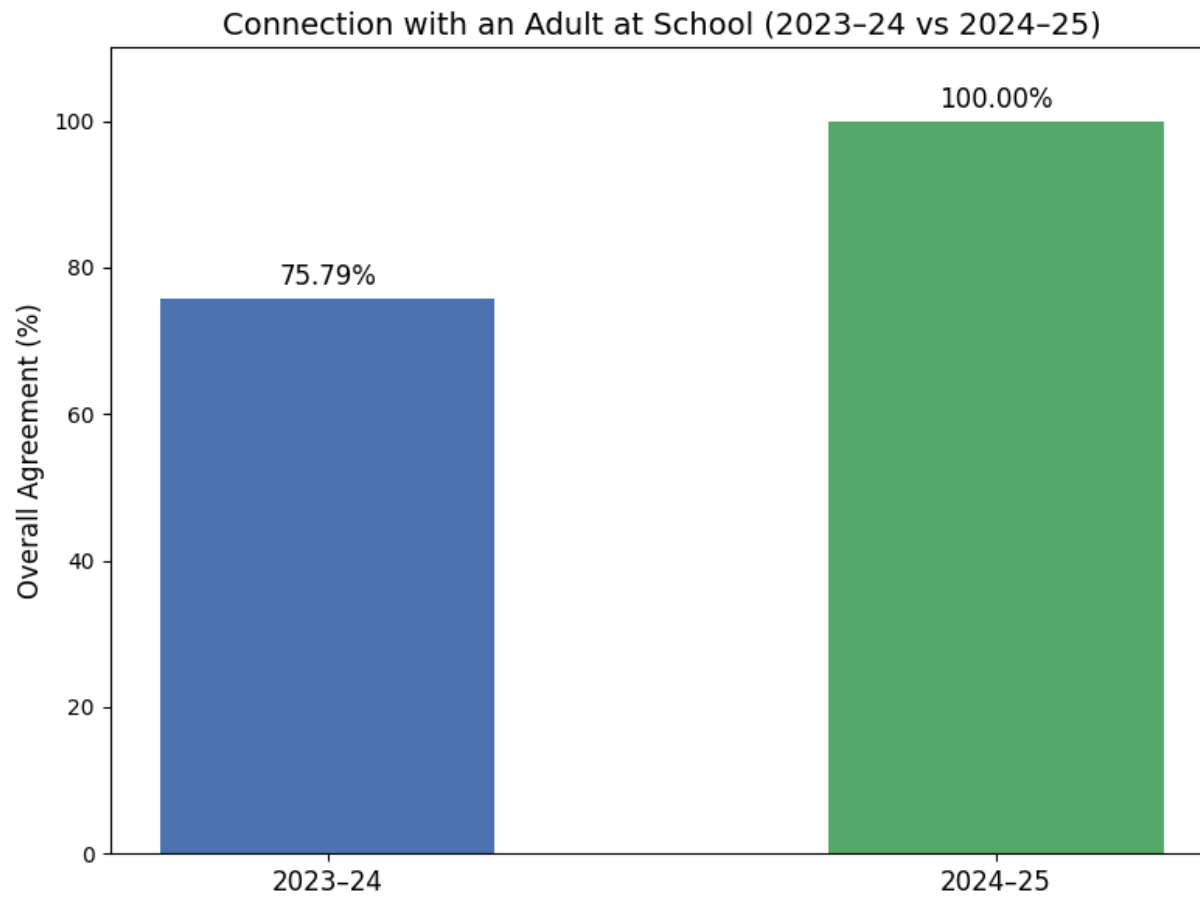
Sense of Belonging: Griffith Woods Students vs. Canadian Norms

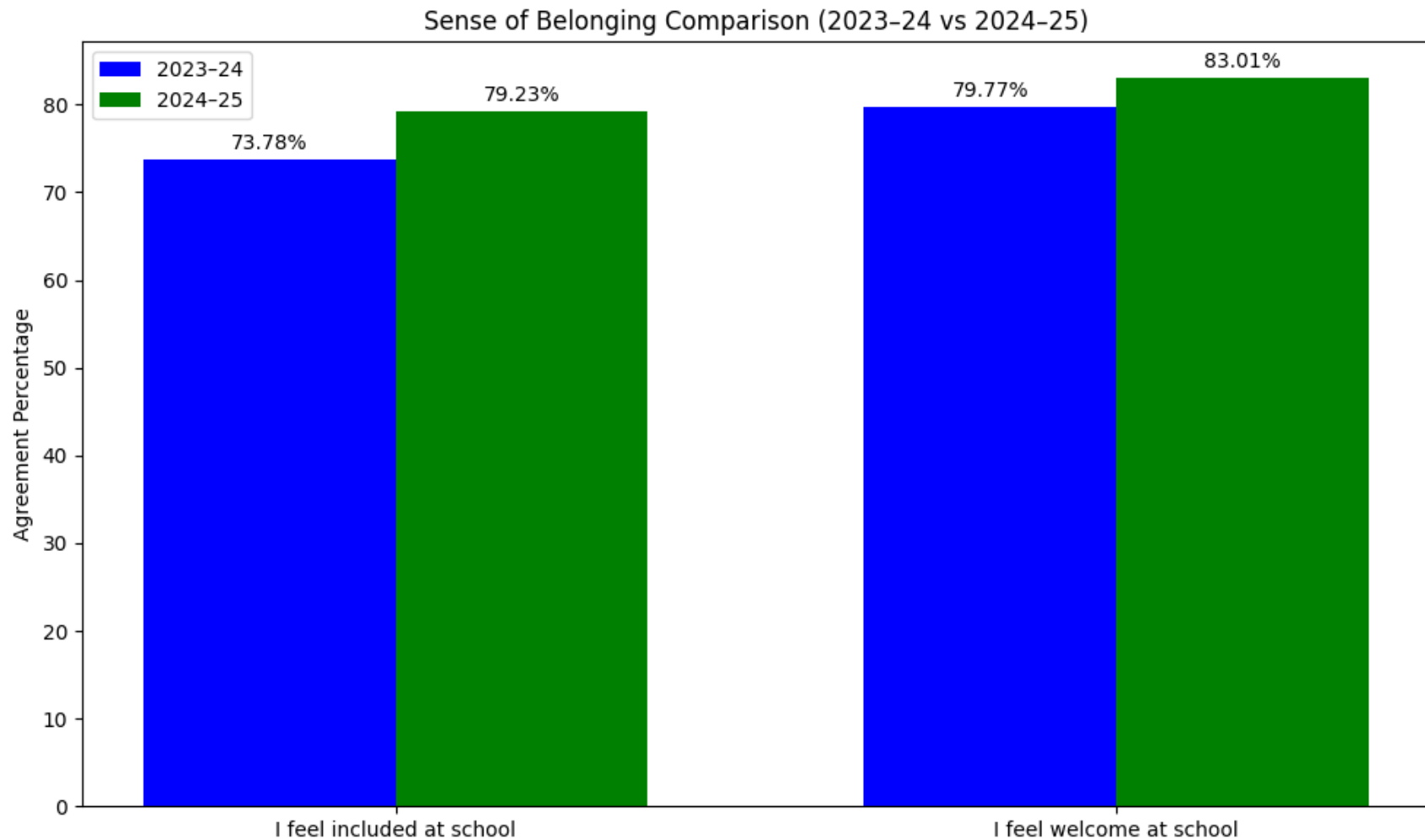


As you can see, our sense of belonging data is high in grades 4,5, 6, and 7 and dips in grades 8 and 9. Grade 8 and 9 have been historically lower than Grades 4,5,6, and 7 in this data. Continued focus on interventions in these grades will be necessary.

CBE Student Survey – Specific questions regarding Sense of Belonging and Relationships at Griffith Woods



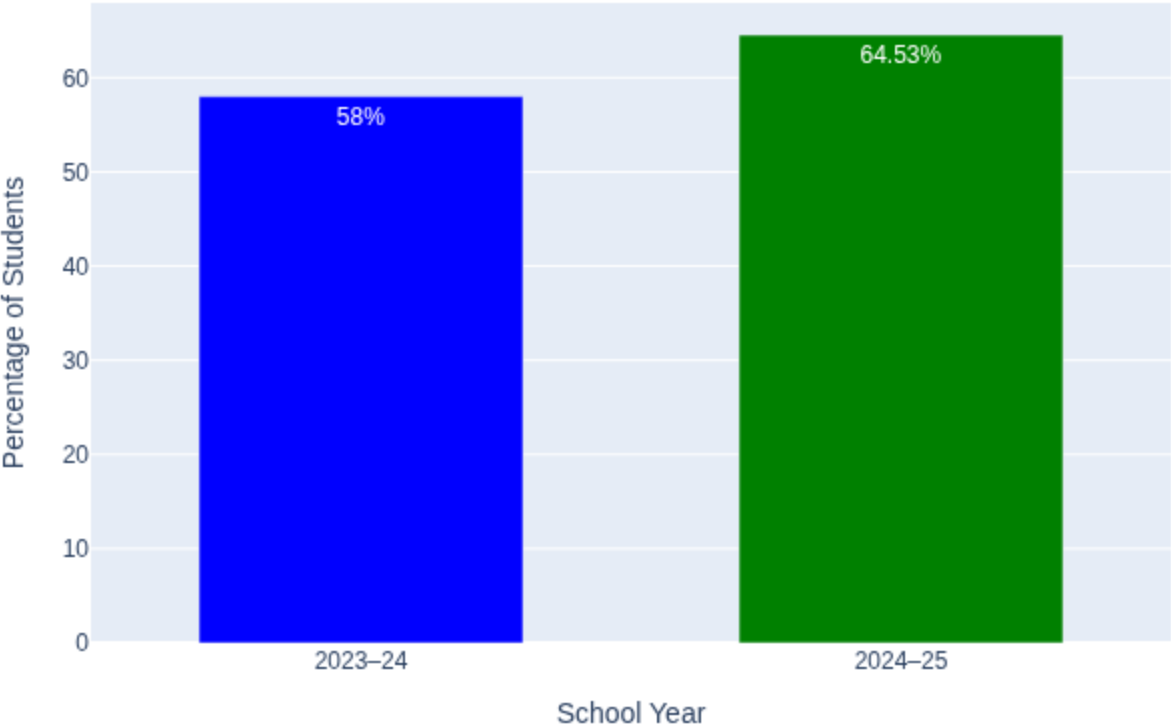




In each of these specific questions that we have used as Outcome measures, you can see improvement from 2023-24 to 2024-25.

AEAM Survey Measure

Student Comfort Approaching Teachers with Non-Academic Problems



While there has been an improvement in this measure, we would like to see this continue to increase as it is directly connected to a sense of belonging and students having positive relationships with adults in the building.

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 2147 Griffith Woods School

Assurance Domain	Measure	Griffith 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	Student Learning Engagement	81.9	82.6	84.4	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	81.8	86.6	85.6	79.8	79.4	80.4	Very High	Declined	Good
	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	79.7	89.9	87.0	62.5	62.5	62.6	High	Declined	Acceptable
	PAT9: Excellence	24.3	34.5	33.2	15.6	15.4	15.5	Very High	Declined	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	85.5	87.0	88.9	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.0	89.8	90.6	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	74.7	76.9	77.1	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	82.3	81.1	83.3	80.0	79.5	79.1	High	Maintained	Good