


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

Children's Village School

1210 Russet Road NE, Calgary, AB T2E 5L5 t | 403-777- 6114 f | 587- 933-9773 e | ChildrensVillage@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: Student achievement in reading will improve through the development of foundational literacy skills.

Children’s Village School focuses on providing high quality education within a therapeutic learning environment. Using the Science of Reading in conjunction with the CBE Literacy Framework and supporting documents, we focus on ensuring that each student, regardless of age or grade level, is provided with direct and targeted instruction to develop the skills necessary to improve achievement in reading, writing, mathematics and social emotional learning.

By focusing on high impact teaching strategies such as teacher clarity in the classroom, students achieve personalized learning excellence based on their individual strengths. Learning excellence data primarily focuses on Individual Program Plans (IPP) and current learning updates (every 6 to 8 weeks).

Every Fall we use data from Oral Reading Fluency and MAZE assessments, as well as Provincial screeners and assessments, to guide our planning for the upcoming academic year. This data-driven approach, which includes data for the current school year, helps us to identify trends, address learning gaps, and better meet the needs of our complex and ever-changing student population.

Benchmark data

Date	Requires Intensive Support	Requires Strategic Support	Requires Core Support
Fall 2024	64%	18%	18%
Spring 2025	65%	14%	21%
Summary 2024-25	+1%	-4%	+3%
Fall 2025	64%	14%	21%

The chart above indicates that students reading at grade level increased by 3%.

However, an examination of IPP targets indicates that 67% of the student population improved literacy skills as measured by progress monitoring tools. This indicates that students have gained competency in literacy skills as indicated by progress monitoring scores personalized to their learner profile (following a scope and sequence of literacy skill development).

In the upcoming years, we will continue our relentless focus on teaching and learning by expanding existing structures around data collection, analysis, planning for instruction and assessment, and progress monitoring to include writing, SEL and mathematics.

Goal Two: Student achievement in Social Emotional Learning will improve.

Outcome One: Students' regulation will improve through the development of specific Social Skills.

The primary presenting concern for the students at CVS is emotional regulation. Lagging executive functioning skills significantly impact student ability to engage in a regular school environment. At CVS students receive daily explicit instruction in social emotional learning to address these lagging skills. Staff administer the Social Skills Improvement System assessment tool to create a student profile of strengths and areas for growth in the scope and sequence of skill development. Progress is monitored in the following areas: Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, and Self-Control.

Fall 2024 Targets

Communication	67%
Cooperation	7%
Assertion	10%
Responsibility	7%
Empathy	4%
Engagement	0%
Self-Control	5%

Targets are set and progress is monitored in the student's IPP and support plans. End of year IPP data indicated that almost all students made measurable progress in their social skills development.

Celebrations

- *IPP data indicates that 67% of students demonstrated improved literacy skills*
- *Students reading at grade level increased by 3%*
- *IPP data indicates that 84% of students demonstrated improved social skills*

Areas for Growth

- *Given the dynamic and ever-changing student population, basic reading skills (both decoding and comprehension) will always be a primary area of focus*
- *Given the dynamic and ever-changing student population, basic numeracy skills (both problem solving and number operations) will always be a primary area of focus*
- *Given the dynamic and ever-changing student population, social skills and regulation will always be a primary area of focus*

Next Steps

- *6-8 week Priority Learning Cycles with progress monitoring in reading, writing, mathematics and social emotional learning*
- *Targeted Professional Learning centered on the Science of Mathematics*
- *Targeted Professional Learning on intensive intervention strategies and the Science of Behavior and FBA*

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

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

Assurance Domain	Measure	Children's Village 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	77.8	73.1	76.8	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	62.1	59.9	59.8	79.8	79.4	80.4	Very Low	Maintained	Concern
	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	89.6	87.3	84.6	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.0	66.3	69.6	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	88.2	85.3	88.0	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	76.0	69.0	71.7	80.0	79.5	79.1	Intermediate	Maintained	Acceptable