**Somerset 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.

This year, our school community, staff, students, and families worked together to strengthen fair and equitable assessment practices across reading, well-being, and inclusive education. These practices created consistent expectations and supported early identification of student needs. Our goal was to ensure every learner had the foundation they needed to grow with confidence, particularly as we prepared for a school-wide focus on writing using the Self-Regulated Strategy Development (SRSD) model.

Foundational literacy and well-being work laid the groundwork for this shift. With 78 EAL students (23.37% LP1/LP2), 42 SPED students, and increasing diversity across our classrooms, calibration and responsive instruction remained essential. Families, School Council members, support staff, and teachers all contributed to strengthening an environment where every student feels a sense of belonging and has access to high-quality learning experiences.

| 239 | 51.46 % | 23.37 % |
|-----|---------|---------|
| Total Enrollments | Special Coded Percentage | LP1&LP2 Percentage |
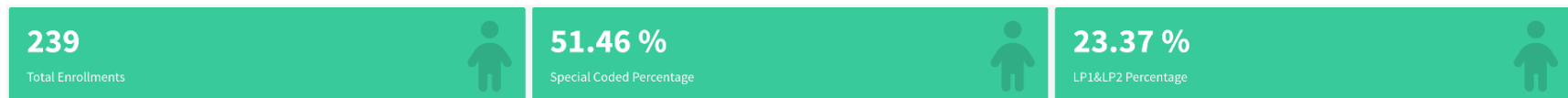
## JUNE 2025

Total Student Enrollment = 239 students
- Kindergarten = 31 students
- Grade 1 = 54 students
- Grade 2 = 56 students
- Grade 3 = 47 students
- Grade 4 = 51 students
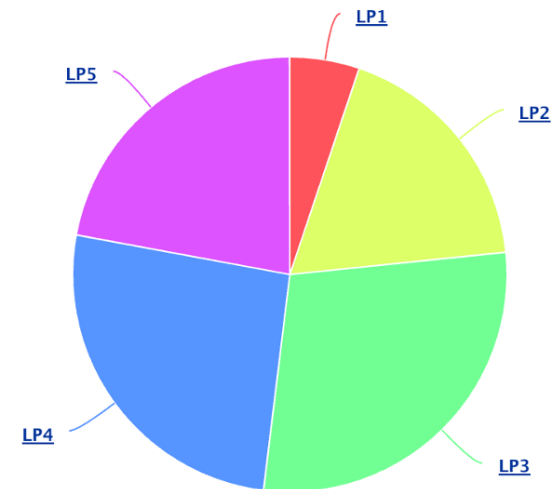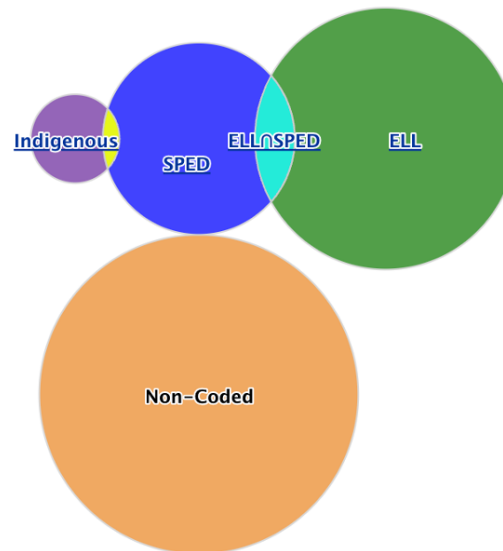
# Discovery: What We Learned This Year

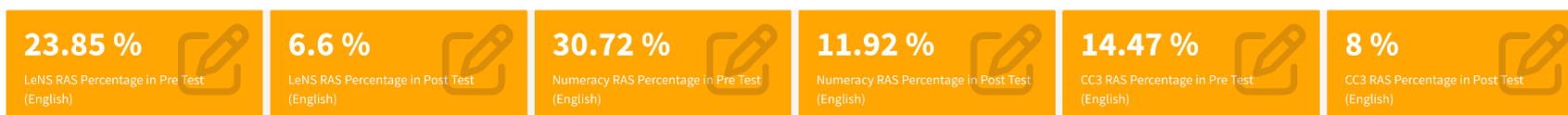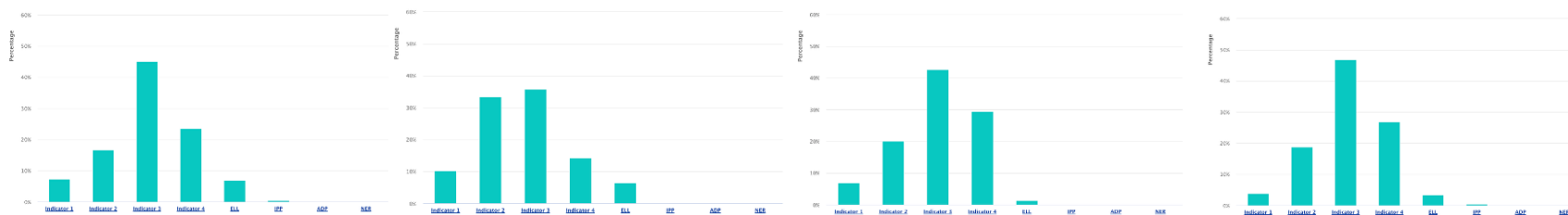Throughout the year, significant improvements emerged. Explicit instruction in phonics, morphology, vocabulary, and decoding—combined with responsive feedback—led to notable gains in foundational literacy:

- **LeNS support needs decreased from 23.85% → 6.6%**
- **CC3 literacy support needs decreased from 14.47% → 8%**
- **Numeracy support needs decreased from 30.72% → 11.92%**

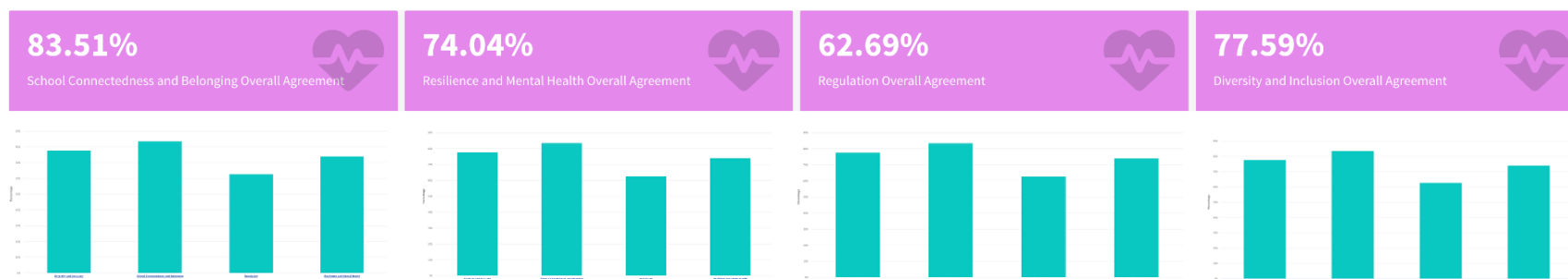| 23.85 % | 6.6 % | 30.72 % | 11.92 % | 14.47 % | 8 % |
|---|---|---|---|---|---|
| LeNS RAS Percentage in Pre Test (English) | LeNS RAS Percentage in Post Test (English) | Numeracy RAS Percentage in Pre Test (English) | Numeracy RAS Percentage in Post Test (English) | CC3 RAS Percentage in Pre Test (English) | CC3 RAS Percentage in Post Test (English) |

These results show that targeted, early interventions paired with equitable assessment practices are working.

At the same time, our data highlighted a continued need to strengthen student writing. **43.63% of students received an indicator of 1 or 2 in "Writes to Express Ideas,"** compared to **24.02% in "Reads to Explore Understanding."** This gap suggests that students benefit from more structured support in idea generation, planning, organization, and purposeful revision—exactly the skills the SRSD framework develops.

| 24.02 % | 43.62 % | 26.81 % | 22.55 % |
|---|---|---|---|
| ELA Indicator 1&2 Percentage (June2025) | ELA Indicator 1&2 Percentage (June2025) | Math Indicator 1&2 Percentage (June2025) | Math Indicator 1&2 Percentage (June2025) |



Well-being and inclusion practices also supported learning. Student survey results showed:

- **83.51% school connectedness**
- **74.04% resilience & mental health**
- **77.59% diversity & inclusion**

| 83.51% | 74.04% | 62.69% | 77.59% |
|---|---|---|---|
| School Connectedness and Belonging Overall Agreement | Resilience and Mental Health Overall Agreement | Regulation Overall Agreement | Diversity and Inclusion Overall Agreement |

These outcomes reinforce that our students feel supported and safe conditions which are essential for successful writing instruction. However, persistent absenteeism (33.99% above 10%) remains a barrier to consistent learning, especially for SPED and EAL learners who depend on daily scaffolding.

## Resolution: What This Means for Our School

**Celebrations**

- Students demonstrated strong improvement in early literacy and numeracy skills.
- Teachers strengthened equitable assessment practices, leading to more accurate identification of learning needs.
- Learning environments increasingly support emotional regulation, confidence, and belonging.
- Our foundational work positions us well to implement SRSD school-wide for the 2025-2026 year.

**Areas for Growth**

- Strengthen student writing skills especially planning, organizing, and revising ideas.
- Increase consistency in SRSD implementation across all classrooms.
- Build student self-regulation strategies to support stamina and resilience during writing.
- Expand universal supports for SPED and EAL learners.
- Address absenteeism to ensure students receive consistent instruction.

**Next Steps**

- Implement SRSD writing cycles school-wide, including explicit planning, drafting, revising, and self-reflection.
- Provide ongoing professional learning focused on SRSD, equitable assessment, and differentiation for SPED and EAL students.
- Introduce daily self-regulation routines and writing check-ins to build focus and confidence.
- Engage families in understanding and supporting SRSD strategies at home.
- Update IPPs and EAL plans using the June 2025 data to ensure targeted, meaningful goals.

## Alignment with Education Plan 2024–27

| Priority | Connection |
|---|---|
| Learning Excellence | Fair and equitable assessment practices support strong student achievement. |
| Well-Being | Focus on resilience and self-regulation helps students and staff thrive. |
| Truth & Reconciliation, Diversity & Inclusion | Inclusive approaches ensure all learners feel belonging and success. |

## Our Story Moving Forward

This year's data tells a hopeful story. Through collective commitment teachers, support staff, families, School Council, and students. Somerset School strengthened literacy foundations, built equitable assessment practices, and nurtured a sense of belonging for all learners. These gains create the conditions we need to move confidently into our next chapter: school-wide implementation of the SRSD writing model. Together, we will support students in becoming thoughtful, independent, and joyful writers.

# 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 | Somerset 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 | 79.7 | 70.0 | 82.0 | 83.9 | 83.7 | 84.4 | Very Low | Maintained | Concern |
| | Citizenship | 83.8 | 82.9 | 86.4 | 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 |
| | 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 | 95.1 | 92.4 | 93.5 | 87.7 | 87.6 | 88.2 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 88.5 | 86.0 | 90.5 | 84.4 | 84.0 | 84.9 | High | Maintained | Good |
| | Access to Supports and Services | 78.2 | 82.5 | 81.8 | 80.1 | 79.9 | 80.7 | Low | Maintained | Issue |
| Governance | Parental Involvement | 92.9 | 79.2 | 85.8 | 80.0 | 79.5 | 79.1 | Very High | Maintained | Excellent |

## Notice / Key Insights

This year's Grade 4 students reported overall growth in several key areas compared to last year's cohort:
- **Student Learning Engagement** increased by 14%, from 70% → 79.7%, though it remains slightly below the provincial average by 4.2 percentile points, indicating an area for continued focus.
- **Citizenship** rose from 82.9% → 83.8%, remaining above the provincial average, reflecting students' positive sense of community and responsibility.
- **Education Quality** improved from 92.4% → 95.1%, continuing to exceed the provincial benchmark, highlighting strong instructional practices.
- **Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)** increased from 86.0% → 88.5%, maintaining a positive and inclusive school climate.
- **Access to Supports and Services** decreased slightly by 4.3 percentile points, from 82.5% → 78.2%; this reflects targeted supports being focused primarily on younger grades with higher needs.

## Celebrations

- Growth in **Student Learning Engagement** shows students are increasingly invested in their learning.
- Consistent above-average perceptions in **Citizenship, Education Quality, and WCRSLE** indicate strong school culture, inclusive practices, and effective teaching.
- Improvement in multiple areas demonstrates the school's continued focus on social-emotional learning and student well-being.

## Areas for Growth

- Perception of **Student Learning Engagement** remains below the provincial average, highlighting the need for strategies to deepen understanding and shared definition around what participation and motivation look like.
- **Access to Supports and Services** decreased, suggesting a need to ensure equitable access across all grade levels while continuing to address complex needs.