



Falconridge School

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School Improvement Results Reporting | For the 2024-25 School Year

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

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

Student achievement in reading will improve

Outcome One: Staff will improve in understanding and application of phonological awareness high impact strategies.

According to an internal teacher efficacy survey:

- 80% of teachers reported they feel confident applying the phonetic strategies of blending and segmenting
- 76% of teachers reported they understand UFLI and/or Words Their Way
- 80% of teachers reported they are confident in their knowledge of UDL
- 70% of teachers reported they feel confident in their ability to incorporate UDL principals in their planning

Areas for Growth

- Improving teacher's ability to incorporate UDL principles into tasks as teachers have indicated , although they understand UDL and know how to use it in their planning, they are not actively incorporating it into their learning tasks.
- Strengthening teacher's knowledge and ability on strong formative assessment practices, as teachers have indicated this as an area of growth in our internal survey.

Next Steps

- Implement a new process where learning leaders will provide ongoing mentorship and coaching to grade teams, focusing on effective task design aligned with curriculum outcomes and best practices in assessment and instruction.
- School-based professional learning will target key components of effective task design, including differentiation, and formative assessment, to strengthen instructional design across all grade levels.

Our Data Story:

Falconridge School's School Development Plan focused on improving student achievement in reading, with the 2024–2025 school year emphasizing staff growth in the understanding and application of high-impact phonological awareness strategies. Recognizing early reading proficiency depends on explicit instruction and a strong foundation in phonological skills, teachers engaged in professional learning centered around the UFLI and Words Their Way programs. Through this work, teachers developed greater confidence in blending and segmenting and applied these strategies through explicit instruction, consistent classroom routines, and the use of clear learning intentions.

To ensure instruction was responsive to student needs, teachers collected and analyzed literacy data to design skill-based literacy centers that supported differentiated instruction. The use of flexible groupings, literacy manipulatives, and targeted practice allowed students to build independence and confidence as readers. In tandem with this literacy focus, teachers deepened their understanding of Universal Design for Learning (UDL) through a book study of *UDL Now!* by Katie Novak. Professional learning sessions modeled UFLI and UDL strategies, supporting staff to design inclusive and engaging learning tasks that supported a wide range of learners. Collaborative team planning and the use of school-wide protocols also strengthened consistency, calibration, and reflective dialogue across grade teams.

Assessment data showed measurable growth and valuable insights. On the LeNS assessment, Grade 1 students improved by 10% and Grade 2 students by 1.3%. CC3 results revealed gains among Grade 1 students in regular and irregular word reading, while outcomes for Grades 2 and 3 indicated areas for further instructional focus, particularly in decoding and non-word fluency.

Student perception data from the Assurance Survey reflected a 5% increase in students finding Language Arts interesting, demonstrating improved engagement in literacy learning. However, a 17.6% decline in students' perception of receiving feedback to improve their writing highlighted the need to strengthen formative assessment practices.

LeNS – Changes in not at-risk population

Grade 1	+10%
Grade 2	+1.3%

CC3 – Changes in not at-risk population

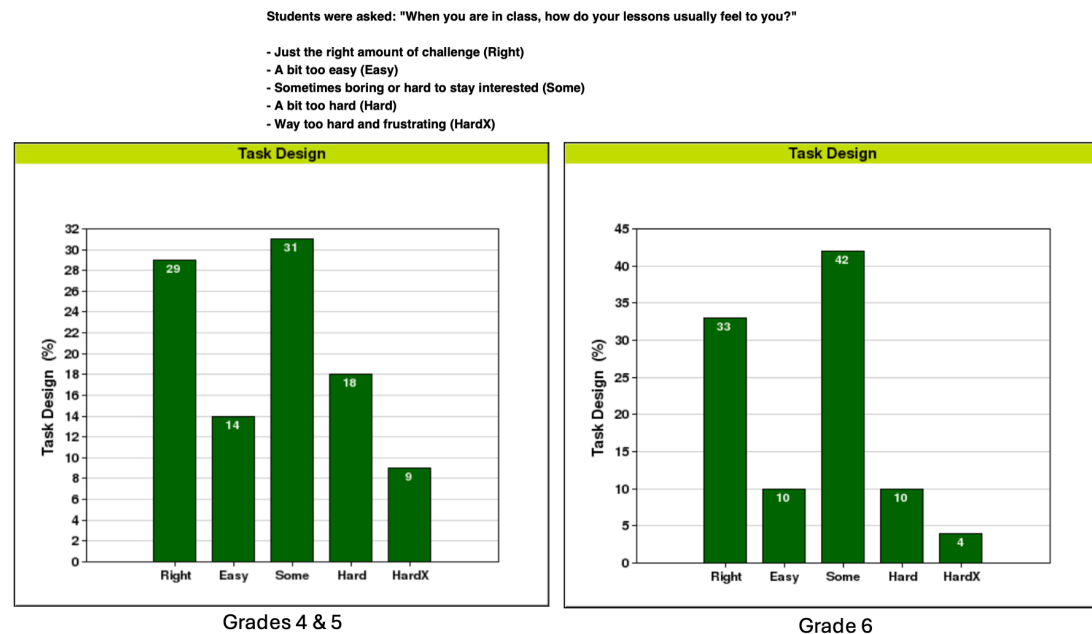
	Regular Words	Irregular Words	<u>Non-Words</u>
Grade 1	+6.1%	+2.7%	-0.6%
Grade 2	-5.1%	-5.3%	-1.3%
Grade 3	-23.9%	-23.9%	-16.4%

Confident in UDL Principles	Able to use UDL in their planning	Use UDL in their learning tasks
80%	70%	60%

Teacher survey results further illuminated areas of strength and growth. Eighty percent of staff reported confidence in blending and segmenting, and 76% indicated a strong understanding of UFLI

and Words Their Way. Meanwhile, 80% of teachers reported confidence in UDL, with 76% stating that they were able to incorporate its principles into planning and 60% applying them within classroom tasks.

Results from the Fall 2025 OurSCHOOL Survey provided additional insight into students' perceptions of their learning experiences. When asked about their lessons, only 29% of Grade 4–5 students and 33% of Grade 6 students felt their lessons were *“just the right fit.”* In contrast, 31% of Grade 4–5 students and 42% of Grade 6 students reported that their lessons were *boring or hard to stay interested in*. Furthermore, 27% of Grade 4–5 students and 14% of Grade 6 students indicated that their lessons were *too hard*. These findings suggest that while foundational literacy instruction is becoming more consistent, there remains a need to ensure tasks are appropriately challenging, engaging, and differentiated to meet diverse learner needs.



Insights and Next Steps

While meaningful progress has been made in developing teachers' understanding of high-impact phonological awareness strategies, the data suggests the next stage of growth lies in deepening the application of these strategies through purposeful and effective task design. Teacher survey results indicate strong confidence in planning with UDL principles; however, teachers continue to find it challenging to embed these principles consistently into daily learning tasks.

Additionally, approximately half of the teaching staff reported not feeling confident in formative assessment practices related to literacy. This finding aligns with student perception data, which reflected a 17.6% decrease in students reporting that they receive feedback to improve their writing.

Together, these insights suggest while teachers possess a strong foundation in instructional planning and literacy practices, continued work is needed to bridge the gap between planning and practice. As Falconridge moves forward, our focus will shift toward strengthening teachers' understanding of effective task design; creating tasks that not only reflect UDL principles but also engage students in meaningful, feedback-rich learning experiences.

Effective task design supports both teachers and students by making learning outcomes clear, connecting literacy tasks to essential skills, and embedding opportunities for feedback and reflection. For teachers, it brings clarity and alignment to planning; for students, it fosters engagement, confidence, and ownership of learning. By refining how tasks are structured and delivered, Falconridge will ensure that instruction is both inclusive and impactful.

In the coming year, Falconridge's professional learning will center on collaborative coaching and mentoring cycles, where learning leaders and grade teams co-design and reflect on literacy tasks that exemplify effective task design. This work will ensure that every student benefits from instruction that is intentional, responsive, and engaging.

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	Falconridge 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	80.8	85.9	84.8	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	73.6	72.5	73.4	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	54.5	55.1	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.5	4.9	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	90.8	92.9	89.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.6	77.0	77.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	71.5	80.3	76.6	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	62.7	65.0	67.5	80.0	79.5	79.1	Very Low	Maintained	Concern