



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

CBE Shared Responsibility

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School Improvement Results Reporting| 2023-24

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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Our School Focused on Improving

- Literacy: The Pre-Writing Process
- Numeracy: Grades 1-5 – Students Interpreting Fractions in Relation to One Whole and Grades 6-9 – Represent Algebraic Expressions in Multiple Ways
- Wellness: Connection and Belonging

Numeracy:

We used the Provincial Numeracy Assessments, Report Card Stems and Student Exit Slips which indicated a need for improvement in identifying “Part To Whole” (Div 1 and 2) and “Representing Algebraic Expressions in Multiple Ways” (Div 3).

Professional Learning:

- Teachers engaged in Provincial and Calgary Board of Education Professional Learning Sessions
- School-Wide Book Study, *Building Thinking Classrooms in Mathematics* by Peter Liljedahl, directing our Professional Learning Community Time.
- Attending ARPDC Professional Development – New Curriculum

Structures and Processes:

- PLC’s focused on student work related to our SDP goals
- Identify students-at-risk to provide additional support (using the provincial numeracy assessments)
- Shared School Tracking Sheet – common across grade levels and used to guide PLC work focused on student learning and growth
- Local Assessment Measures designed to monitor incremental growth

Resources:

- MATHUP
- CBE K-6 Mathematics Scope and Sequence
- *Building Thinking Classrooms in Mathematics* by Peter Liljedahl
- *Math Manipulatives*

CBE Shared Responsibility School Goals

- The Pre-Writing Process
- Div 1 and 2: Understanding Part to Whole and Div 3 Representing Algebraic Expressions in Multiple Ways
- Connection and Belonging

- *Three Act Math* by G. Fletchy

Classroom Based Processes:

- Modelled a variety of concrete, visual and symbolic representations, consistently making connections between the representations to strengthen conceptual understanding of part to whole.
- Provided opportunities for the use of vertical workspaces (standing, mini whiteboards, erasable surfaces such as windows and walls).
- Incorporated low-floor and high-ceiling tasks to engage all learners.
- Used Number Talks and Games to build student understanding and communication.
- Used *Three Act Math's*, "I See, I think, I Wonder" as a framework for building competencies in math.

What We Measured and Heard

What we measured in Numeracy:

We primarily used the Provincial Numeracy Assessments for Grades 1-3, School-Wide Tracking Tool, Numeracy Report Card Stems for Grades 1-9 and School Exit Slip Data.

Provincial Numeracy Testing:

Grade	At-Risk Pre-Test September 2023	Post-Test May 2024
1-4	20 Students	7 Students

Numeracy Report Card Stems Grades 1-9

Grade	January 2024: % of students reaching a 3 or 4 on report cards... Grades 1-2 – Understands and Applies Concepts Related to Number and Patterns. Grade 3-6 – Understands and Applies Concepts Related to Number, Patterns and Algebra. Grades 7-9 – Patterns and Relations – Uses Algebraic Reasoning to Represent Patterns and Relationships.	June 2024: % of students reaching a 3 or 4 on report cards... Grades 1-2 – Understands and Applies Concepts Related to Number and Patterns. Grade 3-6 – Understands and Applies Concepts Related to Number, Patterns and Algebra. Grades 7-9 – Patterns and Relations – Uses Algebraic Reasoning to Represent Patterns and Relationships.	
1	63.6%	52.3%	-
2	54.9%	65.5%	+
3	76.1%	75%	-
4	73.9%	79.1%	+
5	76.9%	64%	-
6	59.1%	61%	+

7	75%	77%	+
8	72%	70.8%	-
9	64.6%	61.3%	-

Note: In discussion with staff, the complexity of the concepts taught within the stems increased as the year progressed. For example, Grade 1 and 2 students were studying patterns in the first term and moved to the study of “part to whole” in the second term which can be a more difficult concept to master. Thus, attaining a 3 or 4 in the second term can be more difficult.

School Exit Slip Data: Students completed Exit Slips throughout the year testing their confidence and abilities in solving Div 1 and 2 “Part to Whole” and Div 2 and 3 “Algebra.” The Exit Slips gave teachers a routine snapshot of student understanding and self-evaluation. This data was entered into the Shared School Tracking Sheet.

Shared School Tracking Sheet:

Grade	Autumn Reporting of Alberta Education Curricular Outcome Grades 1-5: Students Interpreting Fractions in Relation to One Whole Grades 6-9: Represent Algebraic Expressions in Multiple Ways % of Students who demonstrated understanding of the concept at a 2, 3, 4	Winter Reporting of Alberta Education Curricular Outcome Grades 1-5: Students Interpreting Fractions in Relation to One Whole Grades 6-9: Represent Algebraic Expressions in Multiple Ways % of Students who demonstrated understanding of the concept at a 2, 3, 4	Summer Reporting of Alberta Education Curricular Outcome Grades 1-5: Students Interpreting Fractions in Relation to One Whole Grades 6-9: Represent Algebraic Expressions in Multiple Ways % of Students who demonstrated understanding of the concept at a 2, 3, 4
1	33%	86%	95%
2	36%	88%	96%
3	47%	68%	89%
4	48%	65%	97%

5	47%	69%	100%
6	68%	89%	95%
7	64%	89%	95%
8	70%	100%	100%
9	66%	100%	100%

What we measured in Literacy:

We had used the school report card stems in social studies and science from 2022-2023, as well as, school-based writing samples from the 2022-2023 school year which indicated that the majority of students were struggling to initiate and plan for writing tasks. This directed our work for the 2023-2024 school year.

Professional Learning:

- Teachers engaged in Provincial and CBE Professional Learning Sessions
- Professional Learning on the Pre-Writing Process
- Professional Learning on the creation of Grade Level Rubrics for “Organizing to Write.”

Structures and Processes:

- Familiarity and Knowledge of Tier 1 and Tier 2 Supports through the Collaborative Response Model that assist students with the Pre-Writing Process.
- Dedicated Time for teachers to create rubrics and organizers that attend to the Pre-Writing Process
- Dedicated time for teachers to develop online tools within D2L and Google Classrooms.
- Collection of Student work demonstrating the ability to “Organize to Write” - Fall, Winter and Spring
- Shared School Tracking Sheet measuring student ability to prepare for the writing process.

Resources:

- CBE Professional Learning Sessions
- *The Writing Rope* – Joan Sedit
- *The Writing Revolution* – Hochman and Wexler
- CBE ELAL Scope and Sequence
- The Alberta Regional Professional Consortium Literacy Resources

Classroom Based Processes:

- Teachers provided tools and exemplars for Organizing thoughts and ideas in preparation to write (Graphic Organizers, Mind Mapping Activities, Daily Opportunities to Practice)
- Teachers taught organizational processes, methods and tools to support the creation of written text.
- Targeted instruction and mini-lessons on the elements of the pre-writing process
- Rubrics co-created with students using the 1-4 scale assessing students' ability to plan and organize for their writing tasks.

CBE Report Card Data for Science in 2023-2024

Grade	January 2024: % of students reaching a 3 or 4 on the following report card stem: Div 1 and 2: Develops skills and processes for inquiry, problem solving and communication. Div 3: Develops skills for inquiry and communication	June 2024: % of students reaching a 3 or 4 on the following report card stem: Div 1 and 2: Develops skills and processes for inquiry, problem solving and communication. Div 3: Develops skills for inquiry and communication	
1	60%	90.9%	+
2	43.8%	73.4%	+
3	81.8%	81.8%	
4	70%	94.4%	+
5	93.8%	93.8%	
6	54.2%	48%	-
7	60%	50%	-

8	64.2%	80%	+
9	67%	51.9%	-

CBE Report Card Data for Social Studies 2023-2024

Grade	January 2024: % of students reaching a 3 or 4 on reports cards Div 1 and 2: Develops skills and processes for social studies inquiry Div 3: Demonstrates skills and processes for inquiry and research	June 2024: % of students reaching a 3 or 4 on reports cards Div 1 and 2: Develops skills and processes for social studies inquiry Div 3: Demonstrates skills and processes for inquiry and research	
1	72.7%	77.8%	
2	80%	78.6%	
3	80%	77.8%	
4	62.5%	60.9%	
5	100%	90%	
6	57.9%	83.3%	
7	57.6%	78.6%	
8	36.4%	90.9%	
9	44.4%	67%	

School Exit Slip Data: Students completed Exit Slips throughout the year testing their confidence and abilities in the organizing to write process. The Exit Slips gave teachers a routine snapshot of student understanding and self-evaluation. This data was entered into the Shared School Tracking Sheet.

Shared School Tracking Sheet for Literacy:

Grade:	Autumn: School-wide Planning before writing literacy task. # of students receiving a 2, 3, 4	Winter: School-wide Planning before writing literacy task. # of students receiving a 2, 3, 4	Spring: School-wide Planning before writing literacy task. # of students receiving a 2, 3, 4
1	13%	96%	100%
2	16%	87%	97%

3	0%	89%	100%
4	0%	89%	100%
5	0%	78%	100%
6	14%	79%	93%
7	27%	68%	91%
8	28%	92%	84%
9	40%	63%	67%

Wellness:

We used data captured by CBE Survey results, Student Voice feedback and the OurSchool Survey from 2022-2023 to identify the need to improve a sense of belonging and connection in the school. In particular, working to create a welcoming, caring, safe and inclusive community.

Professional Learning:

- Engaged the staff with the CBE Well-Being and Holistic Frameworks by reviewing them often and honing in on specific aspects impacting our school community.
- Collaborative Response meetings and follow-up dedicated to 1) students who were struggling to connect with peers and 2) students who were struggling with self-esteem/confidence in the classroom environment
- Engaging staff and students with the Walking Together website

Structures and Processes:

- Collaborative response to identify students at risk and to provide additional support
- Class-based Sharing Circles
- Student Voice
- Sharing of Elders and Knowledge Keepers wisdom via video

Resources:

- Well-Being Framework
- Videos from CBE Indigenous Team and Walking Together Website
- Holistic Lifelong Learning Framework and supporting documents
- Walk-Around Companion Tool from Alberta Education

Classroom Based Processes:

- Establishing supportive and caring learning environments through explicit teaching and modelling including:
 - Using Inclusive texts and personalized learning experiences that accurately reflect and demonstrate the strength and diversity of our communities
 - Providing intentional opportunities for students to connect to their learning through their personal stories and histories
 - Community building activities
 - Interpersonal conflict mediation
- Engaged in collaborative classroom activities to identify areas of concern and developed action plans to address them.
 - Classroom based sharing circles
 - Completion of Walk-Around companion tool with grade 8/9
 - Monthly Student Voice Meetings
 - Creating action-plans to address specific issues and concerns
 - Intentional conversations with students around connection and belonging.
 - On-going conversations and expectations with classes around OARBED (Ownership, accountability, responsibility, blame, excuses and denial)

What We Measured:

October 2023 OurSchool Survey: Sense of Belonging

78% of students had a high sense of belonging

81% of students feel safe at this school

October 2024 OurSchool Survey: Sense of Belonging

78.5% of students had a high sense of belonging

83.5% of students feel safe at this school

April 2023 CBE School Survey: Sense of Belonging

74% of students feel included at school

85% of students feel welcome at school

April 2024 CBE School Survey: Sense of Belonging

82.3% of students feel included at school

85.3% of students feel welcome at school

The Walk Around Companion Tool:

In October 2023 we completed the ‘Creating Welcoming, Caring, Respectful and Safe Learning Environments’ Walk Around Teacher Companion Tool. This tool is designed to gather information about the extent to which the school is a welcoming, caring, respectful and safe learning environment. We also created our own category of desired improvements, which we called our “to-dos”. We identified 35 areas requiring attention:

Physical Appearance

Oct 2023 – 8 areas requiring action

June 2024 – 5 completed, 3 in progress

Social Climate

Oct 2023 - 11 considerations requiring action

June 2024 – 3 completed, 8 have action initiated and will be on-going

Success in Learning

Oct 2023 - 8 considerations requiring action

June 2024 – 6 completed, 2 have action initiated and will be on-going

To Do’s:

Oct 2023 - We identified 7 areas requiring action that were not listed on the walk around tool

June 2024 – 5 completed, 2 have action initiated and will be on-going

Student Voice Reflection: In November 2023, students from grade 4-9 were invited to attend a gathering to review parts of the October 2023 OurSchool Survey Data. Student voice members wanted to address and action the question about students’ sense of belonging.

The students brainstormed ideas and came up with monthly activities to create a deeper sense of community amongst staff, families and students. These activities included, themed dress-up days, school dances, school-wide assemblies, encouraging more participants in sports teams, monthly LGBTQ+ meetings and encouraging more participation in the Celebration of Learning, Night of The Osprey and Entrepreneurial Fair. The students also asked for more multi-grade learning days and activities where students in younger grades could interact with students in older grades. Over the course of the year, we saw an increase in the number of student participants in all areas and were able to have two buddy days where younger students were matched with older student to get to know each other, read together and/or tackle a challenge together.

Including the voices of our Parents/Guardians: Feedback from our parents/guardians through Homeschool Facilitations, School Council and conversations with teachers elicited the hope that could continue to find ways to bring our parent/guardian community together and find ways to raise money as a community for school needs like guest speakers or activity days. The School Council went through the requirements to create a fund-raising arm that will apply for a casino in the coming years. The parents and teachers also designed multiple Coffee and Conversations on topics such as: Early Literacy, How To homeschool 101, How to Create a Learning Plan, Writing a Progress Report for Homeschoolers, From Homeschool to Highschool, Online Presence – What a Parent/Guardian Should Know and others.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Numeracy: The Provincial Numeracy Assessment data indicates that there has been a decrease in the percentage of students in the at-risk category at each grade. Coupled with the information from Report Card Stems and the School-Wide Tracking Sheet, the data points to improvements in Div 1 and 2 students ability to navigate tasks focused on 'Part to Whole" and our Div 2 students' ability represent	- Students have multiple tools to help them prepare for a writing task. - Students' numeracy skills have improved - Students feel a greater sense of connection and belonging to the Shared-Responsibility Community.	- Addition and Subtraction in Div.1 - Multiplication and Division in Div.2 - Continued work in Algebra in Div.3 - Tasks that are engaging - Assessment practices where students are co-creators - Research skills in science - Sharing Circles and Land Acknowledgements to build community

algebraic expressions in multiple ways. Student Exit Slips also showed an increase in ability to solve difficult tasks in the areas stated above and also an increase in student confidence to tackle challenging tasks in those areas. Literacy in Science and Social Studies: Information from the Report Card Ends and School-Wide Tracking Sheet indicates significant improvements in students' ability to communicate/write as per Alberta Education Curricular outcomes by grade level. Student work samples shared in the Fall, Winter and Spring also showed substantial gains in students' ability to write and confidence to write in their discipline. Wellness: Data from the CBE Student Survey, the OurSchool Survey, Student Voice Meetings and Student Exit Slips points to improvements in students' sense of connection and belonging.		
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