

**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.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful
- Alberta has excellent teachers, school leaders, and school authority leaders.
- Alberta's K-12 education system is well governed and managed.

Simon Fraser School

5215 33rd Street NW, Calgary, AB T2L1V3 t | 403-777-7290 f | 403-777-7293 e | simonfraser@cbe.ab.ca

School Improvement Results Reporting & School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan aligns individual school goals with the identified goals in CBE Education Plan | 2021 - 2024. 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 2023-24 School Year p. 167).

This report includes results relative to the goals and outcomes set in the 2022-23 School Development Plan and the school's Assurance Survey results.

Look Back

School Improvement Results Report | 2022-23

CBE's Education Plan prioritizes 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 inform the Education Plan and system actions for improvement across the organization have been identified.

- Literacy
- Mathematics
- Well-Being

Our school focused on improving:

Simon Fraser School Goals

- Reading Comprehension
- Conceptual Understanding of Mathematics related to number concepts
- Regulation skills through goal setting and strategy development

- Reading comprehension
- Conceptual understanding related to number concepts
- Regulation skills through goal setting and strategy development

We chose to focus on these areas as our student data, as measured on report cards, provincial assessments (PATs, diagnostics identified in Literacy & Mathematics Frameworks), and student perception survey data, indicated that gaps in these foundational skills were limiting students' ability to engage in reading that is more complex across disciplines. We also noticed, based on the CBE Student Survey results, as well teacher perception, that students had lagging skills in self-regulation and lacked strategies for managing stress and anxiety.

Highlights

- Professional Learning

Teachers engaged in school and system-wide professional learning sessions related to:

- Frontloading vocabulary
- Text annotation
- Low floor/high ceiling task design to provide access for all students into the task
- Using universal/backwards design
- Designing classroom activities to support and create a culture of growth mindset, goal setting, and strategies to meet goals.

- Structures/Processes

School Based Processes

- Collaborative Response was used to identify students at risk and track supports and next steps
- Small group intervention provided focused supports for students at risk
- Creating of class profiles and Response to Intervention triangles using school identified tiered supports
- Data tracking tools and local assessment measures were designed to monitor incremental growth in literacy and mathematics

Classroom Based Processes

- Word walls, Frayer models, and text annotation strategies posted and implemented into teaching comprehension strategies.
- Students were encouraged to use vertical spaces/non-permanent surfaces to represent and share their understanding of mathematical concepts
- Incorporated low-floor high-ceiling tasks to engage all learners in mathematics

- Resources

- “Word Walls – A Support for Literacy in the Secondary School Classroom” (Cronsberry, J. 2004)
- K-12 Literacy Framework tools – Core Maze, Gates, Words Their Way
- Number Talks, (Smalls, M. 2023)
- MathUp, (Smalls, M. 2023)
- Building Thinking Classrooms (Liljedahl, P. 2020)
- Universally Designed Classroom Processes and Template from Shelley Moore
- CASEL Resources on social and emotional competencies
- Mindset: The New Psychology of Success (Dweck, C. 2007)

What We Measured and Heard

Example

We primarily used the Core Maze assessment and Report Card Data to measure growth in the areas of literacy and mathematics. We noted the following results:

Core Maze Comprehension Fall to Spring

	Additional Support Required	At Grade Level
Grade 5	-26.06	+32.11
Grade 6	-4.6	+4.6
Grade 7	+0.44	-0.99
Grade 8	-1.14	+1
Grade 9	-0.5	+4.9

Report Card Data June 22 – June 23

Proficiency Level 1 is inclusive of students that have an Individual Program Plan, English as an Additional Language, and Adapted Programming.

Reading Stem

	1	2	3	4
Grade 6	-2.8	+13.0	-20.5	+10.3
Grade 7	+5.7	-16.1	-3.7	+14.9
Grade 8	-0.5	+12.0	-15.9	+4.4
Grade 9	-0.7	+11.9	-3.3	-7.9

Writing Stem

Cohort	1	2	3	4
Grade 6	-4.7%	+6.5	-8.4	+19.7
Grade 7	+5.1	-5.8	+3.4	-2.8
Grade 8	+6.2	+15.5	-14.0	-4.6
Grade 9	-0.8	+4.8	-5.6	+1.6

Number Stem

Cohort	1	2	3	4
Grade 6	0	-0.2	-24.9	+25.1
Grade 7	+0.9	+7.9	-13.2	+4.4
Grade 8	-2.3	+3.5	-3.5	+2.4
Grade 9	-3.4	+12	+0.1	-8.6

In looking at the data on reading comprehension, we saw improvement in most grades throughout the year on the Core Maze reading comprehension diagnostic, with a large increase seen in our Grade 5 cohort. The Grade 7 cohort showed a small decrease in the data, however there were 5 new EAL students working at the LP1/2 proficiency level that came after the fall diagnostic who were included in the spring data.

The report card data for reading and writing showed an overall decrease in the number of students achieving below grade level, this indicates that our strategies were supporting growth in our most at risk students. The only exception is the Grade 7 cohort; again, this data is impacted by the influx of new students achieving EAL proficiency levels 1&2.

The report card data for mathematics showed an increase in our Grade 6 cohort, with a significant jump in the number of students achieving a proficiency level of 4. In the older grades, we saw a similar trend of falling away from the middle. A notable success was the decrease in the number of students achieving below grade level, particularly at the Grades 8 and 9 level.

Perception Data

Question: I ask for help when I need it

	2022	2023	Change
Strongly Agree	21.86	24.14	-2.36
Agree	58.20	53.56	
Disagree	13.39	13.10	+2.35
Strongly Disagree	6.56	9.20	

Question: I take care of myself by not getting too much screen time

	2022	2023	Change
Strongly Agree	9.60	10.27	-1.12
Agree	33.33	31.54	
Disagree	31.64	30.56	+1.13
Strongly Disagree	25.42	27.63	

Looking at the student perception data, we saw a small decline in the number of students who identify that they ask for help when needed and those students who feel they don't get too much screen time. These results highlight the need to continue to work on these skills.

What We Noticed

We noticed an increase in students' reading comprehension through the Core Maze diagnostic tool and more students achieving grade level in reading on report cards. We believe this increase is the result of our two

high impact strategies, front loading vocabulary and direct teaching of annotation skills.

We saw through report card data, a falling away from the middle (Proficiency level 3) Our observations through the year of the work taken up by teachers showed assessment that is more accurate and calibrated around what skills and knowledge demonstrate the 2, 3, and 4 proficiency levels. This may account for students being more accurately assessed on the proficiency scale.

In mathematics, the report card data showed more students finding success by achieving grade level. We also saw a greater proportion of students achieving proficiency level 4. This data supports the impact of using vertical surfaces for students to share and learn from each other. It is also a result of using low floor, high ceiling tasks which allowed all students to access the learning and supporting students to extend their skills.

Celebrations

- Students' reading comprehension skills have improved
- Proportion of students achieving grade level in reading and writing increased
- Proportion of students achieving grade level in numeracy, and the proportion achieving excellence, increased

Areas for Growth

- Incorporate text annotation across all subject areas to further improve reading comprehension
- Continue working in math and science professional learning implementing Low Floor-High Ceiling task design to improve students' ability to apply understanding.
- Self-regulation skill development in learning through a whole school approach.

Alberta Education Assurance Measures (AEAM)

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

Note | The Spring 2023 Alberta Education Assurance Survey was the third year of a new survey and participation may have been impacted by the COVID-19 pandemic. Consequently, 2020-21 survey results are not comparable with other years, and as such comparative evaluations were not calculated.

Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Simon Fraser 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	87.9	86.8	86.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	73.8	77.4	81.5	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	73.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	13.9	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.8	87.1	89.3	86.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.9	84.5	84.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.8	76.8	76.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.4	73.2	81.4	79.1	78.8	80.3	High	Maintained	Good

CBE Learning Excellence

Create strong student achievement and well-being for lifelong success

- Students achieve excellence in literacy
- Students achieve excellence in mathematics
- Students who self-identify as Indigenous are supported to experience improved achievement and well-being
- Students access learning opportunities and supports that address their diverse learning needs and well-being

School Development Plan– Walk Forward | 2023-24

Holistic Plan

Universal Design for Learning – Task Design and Assessment

What aspect(s) of your holistic focus are you targeting to improve student achievement? Include the school data sources that have pointed you in this direction.

Our focus this year will be designing tasks and assessments with multiple entry points to support improved executive functioning, sense of belonging, and achievement. We will design tasks and assessments that are accessible and challenging for all students. Inclusive instructional design aims to empower learners to control and self-regulate their learning. Students will be engaged in learning experiences that develop the attitudes and habits that influence the learning process and support the development of their identity as a learner.

Simon Fraser School's current population is 663 students. Fifty-two percent of students have special coding. Thirty-five percent of students are coded English as an Additional Language Learners and twenty percent of students have a special education coding. There are forty-four different languages spoken by children in the school. Of the one hundred thirty-one students who have a special education code, eighty-two of these students have an ADHD diagnosis.

This demographic information and our next steps for improvement were supported further by student perception survey data, which indicated that self-regulation, resilience, and sense of belonging in the processes of learning were areas requiring support.

In the OurSchool data student perceptions demonstrated that resilience and regulation in learning are areas that require support to achieve improvements in all areas of student success. The CBE Student Survey data reflects similar areas for growth and support.

In the OurSchool measures under the domain Spirit – To Be from the Indigenous Education Lifelong Learning Framework, we see areas for growth in creating tasks that represent diverse cultures and are meaningful to our learners. Through our Truth and Reconciliation Commitment to embed Indigenous Ways of Knowing and Being into our tasks, we will focus on the Spirit Domain.

Qualitative data collected in 2022-23 through our Collaborative Team Meetings demonstrated lagging skills in executive functioning for students. Teacher dialogue through this collaborative process made visible that four out of five of the teams identified task initiation and completion as skills lagging in many students in grades five, six, seven and nine. Teams began implementing high impact strategies to improve skills in executive functioning.

We continue to see growth in our measures that demonstrate increases in students' reading comprehension through the Core Maze diagnostic tool, and more students achieving grade level in reading on report cards. We believe this increase is the result of our two high impact strategies, front loading vocabulary and direct teaching of annotation skills. We will continue with our disciplinary literacy approaches this year, with a much stronger focus across all disciplines in text annotation.

To exercise metacognitive control and self-regulated learning, learners need to be able to apply effective comprehension strategies. Thomas and McDaniel (2007, table 1, p. 213) cite evidence for eleven annotation strategies that enrich and deepen comprehension: "generating diagrams, generating questions, re-reading, inserting questions, providing perspective on content, elaborated guided reading, summarizing, generating keywords, and embedded questions." Studies demonstrate substantial gains in achievement when learners use these strategies. Without such instruction, learners fail to pass the first four gateways to productive metacognition because they miss cues, misinterpret cues, lack skills, and lack motivation to find deeper meaning.

We saw through report card data, a fall away from the middle (Proficiency level 3) occurred. Our observations through the year of the work taken up by teachers showed assessment that is more accurate and consistent and measures what skills and knowledge demonstrate the two, three, and four proficiency levels is needed. This may account for students being more accurately assessed on the proficiency scale.

In mathematics, the report card data demonstrated more students finding success by achieving grade level. We also saw a greater proportion of students achieving proficiency level four. This data supports the continued next steps in implementing low floor, high ceiling task design. This universally designed approach allows, "Any and all learners to find a point of entry, or access, and then engage with their level of comfort. Tasks that have a high ceiling have ambiguity and room for extensions such that students can engage with the evolving complexity of the task" (Lilljedahl, 2021).

This accessible approach allows students to see their pathway into learning, which promotes resilience and persistence as they develop their identity and optimism as a mathematics learner. Our focus is to know each learner to build on success to support regulated learning for all students.

Our staff has indicated that developing confidence and skill in accessible task design and assessment practices to meet the diverse interests and needs of our students is a priority.

Works Cited

Liljedahl, Peter (2021). Building Thinking Classrooms in Mathematics Grades K-12. Corwin Press Inc.

Thomas, A. K. & McDaniel, M. A. (2007). Metacomprehension for educationally relevant materials: Dramatic effects of encoding-retrieval interactions. *Psychonomic Bulletin & Review*, 14, 212–218.

What professional learning is needed?

- Universal design for learning
- Strengths and Deficits in Cognitive profiles and the Impacts on Instructional Design
- Low floor – high ceiling task design
- Responsive feedback, formative and summative, that informs instructional design.
- Calibrating assessment practices that align with the complexity of the task and provide access for all, most, few, and challenge.
- New - Task Design supported by the Spirit Domain from the Indigenous Lifelong Learning Framework
- Inclusive Education- year 3 collaborative response sessions
- Executive Functioning school based monthly learning series

What school-based structures/processes are needed?

- PLC (Professional Learning Communities) exploration of student work, one-point rubrics, and calibrating assessment
- New - Daily connect time and Friday wellness block to teach explicit skills for executive functioning
- Student Learning Team meetings to review individual students' current supports, both universally and through a differentiated lens
- Collaborative team meetings to review classroom level differentiation for the universally designed classroom
- Collaborative planning time to support the creation of accessible resources, tasks, and assessments
- School support team meetings to consider programming and support for individual students or whole school programming.
- Operationalizing student support plans to promote regulation in learning
- Common planning time embedded into the timetable
- Organizing homerooms in Pod Teams to increase student visibility and a sense of knowing by adults

Guided by the CBE [Literacy](#), [Mathematics](#), [Well-Being](#), and [Indigenous Education Holistic Lifelong Learning](#) Frameworks, what resources will support your work?

- The Thinking Classroom by Peter Liljedahl Professional Learning Community mathematics/science book study
- MathUp high impact strategies
- System Middle Years Professional Learning
- Shelley Moore's Inclusive Design Templates

What classroom-based structures/processes are needed?

- Consistent use of clear learning intentions aligned with new and current curriculum outcomes
- Common assessments developed by grade teams with clear assessment criteria
- New - Explicit teaching of executive functioning skills and teacher strategies
- Flexible grouping to meet the needs of all students
- Response to Intervention built into the option timetable
- Creation and use of the Class Profile and Response to Intervention Triangles to inform instructional design

What will teachers be doing with students?

- Providing scaffolded tasks aligned with new curriculum outcomes that are accessible to all students
- Using clear learning intentions and assessment criteria to support student understanding of what success looks like, and timely feedback
- Collecting student voice to support decisions in task content, process and product
- Using low floor and high ceiling tasks
- Explicitly teaching and students using Text annotation across the disciplines.

How will you measure growth and improvement in the area(s) you have identified as well as specifically in literacy, mathematics and well-being?

Through our implementation of accessible task design and assessment, we will see improvement in:

Student Perception and Skill Development Measures in Well-Being:

Specific measures from the OurSchool Survey and Calgary Board of Education's Student Survey in self-regulation and resilience in learning. The following measures will be reported on:

- Spirit to Be – The things I'm learning in school are meaningful to me
- Emotional Health – I have strategies to help myself that I use if I feel stressed about school
- Monthly tracking of skills, knowledge, and implementation of executive functioning skills

Student Achievement and Perception Measures in Mathematics:

- Overall improvement in proficiency in the Number Stem and Shape and Space Stem

CBE Student Survey student perception data on:

- I enjoy working on challenging problems in mathematics

Provincial Achievement Measure

- Students meeting acceptable standard on the Provincial Achievement Test measures for the Shape and Space outcomes will improve.

Student Achievement and Perception Measures in Literacy:

- Overall improvement in diagnostic measures in CORE Maze, Core Vocabulary and Words Their Way Spelling in September, January and May
- Improvements in proficiency in the report card stem in Reading

CBE Student Survey student perception on reading

- I feel a connection to the texts (books, land, pictures, videos) I read and hear in class

English as an Additional Language Proficiency

- Increase in the number of students with an English as an Additional Language Learning code achieving a learning proficiency level of 3 or higher on the Reading Benchmark.