


**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

**Simon Fraser 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.

## Goal One: Student academic achievement in literacy and numeracy will improve

Outcome One: Student achievement in Reading and “Number” will improve through intentional instructional design and assessment

### Celebrations

- Students’ vocabulary development skills have improved as demonstrated by a 1-10% decrease in all grades at the intensive level
- Students’ comprehension skills have improved in grades 5 and 6 with a 9.5% increase of students moving from strategic to benchmark
- More grade 6 and 9 students are achieving at a level of acceptable or above in PAT results for Mathematics Part A as compared to the last 2-year average, with grade 6 results increasing 1.5% and grade 9 results increasing 6%

### Areas for Growth

- Small growth in reading comprehension. Specifically in Division 3, there was only a 0.5% decrease of students working at an intensive level
- Slight decline in student confidence perception data: CBE Survey question, “I understand what I read” dropped 1% and “I am confident I can learn mathematics” dropped 2%, indicating the importance of ensuring all students are able to access learning at their just right level to develop confidence and understanding
- Lower proportion of students achieving acceptable or above on the mathematics Provincial Achievement Test Part A as compared to Part B, with a 10.9% difference at grade 6 and a 16.3% difference at grade

### Next Steps

- Continue to focus on intentional instructional design of flexible learning experiences that include cycles of adjustments based on individual needs of students
- Continue to build direct literacy instruction to incorporate strategies such as morpheme recognition to understand academic terms, and a focus on fostering comprehension, conceptual understanding of vocabulary to allow transfer across subjects and disciplines
- Enhance students’ numeracy skills and conceptual understanding through targeted instruction and low-floor, high-ceiling task design
- Connect core subject teachers across disciplines to design cross-curricular integrated approaches to focus on vocabulary development

## Our Data Story:

Simon Fraser's 2024-2025 School Development Plan focused on intentional instructional design and assessment to support student academic achievement in literacy and numeracy. Staff focused on utilizing high-impact strategies to engage students in intentional literacy/numeracy skills and concept development across all disciplines. The importance of ensuring learning is accessible and meaningful for all students is crucial as we see increasing complexity in our student population. In the 2024-2025 school year, our school community of 655 students included 59% of students with special education coding. Our population of English as an Additional Language Learners has continued to grow with 42% of our students coded EAL, 14% of whom are working on foundational literacy skills at LP1 and LP2 proficiency levels. The proportion of students working at these beginning levels has increased ten times in the past four years. To address this growing area of need, Professional Learning sessions focused on intentional instructional design informed by accurate assessment to guide next steps and meet students at their level.

Teachers participated in whole school collaboration, professional learning communities and discipline planning sessions to embed high-impact strategies into their instructional design, to support targeted vocabulary development and reading comprehension skills. The knowledge of staff members who completed the Improving Reading for Older Students (IROS) modules was leveraged to support development of effective literacy practices across grade levels and subject areas. This work emphasized strategies such as explicit vocabulary instruction, structured annotation routines, and scaffolded comprehension tasks. By integrating these approaches into daily instruction, teachers were able to create more consistent and cohesive literacy experiences for students. This inclusive instructional design focus was further supported by a variety of text sets, both linguistically and culturally diverse, that were accessible to students at their levels.

Over the year, growth was evident in vocabulary and comprehension skills across grade levels.

- Decreased number of students working at the intensive level (students not meeting learning outcomes in diagnostic assessments) in comprehension in grades 5, 6, and 9 and an overall decrease of students working at intensive from 5.1% to 4.6%
- Decreased number of students working at the intensive level in vocabulary recognition at all grade levels

YEAR END CORE MAZE COMPREHENSION AND VOCABULARY RESULTS		
Change in percent of students achieving "Intensive" score and requiring significant additional support		
Grade	Change in Comprehension Scores	Change in Vocabulary Scores
5	-10.80	-1.82
6	-6.79	-1.37
7	0.74	-9.86
8	0.70	-7.93
9	-2.07	-1.10

One complicating factor was the continued enrollment growth of EAL Learners, particularly at LP1 and LP2 levels, disproportionately impacting our grades 7 and 8 cohorts. As a result of this population growth, there was a slight increase in students working at the intensive level in comprehension and an increased proportion of students moving from intensive to strategic in vocabulary. This data reflects the impact of targeted vocabulary instruction on the performance of all students, with a higher impact on those students developing their foundational language skills, and the need for continued work to move comprehension skills forward.

PAT Data: Math Part A & Part B			
Students Achieving Acceptable or Above			
MATH 9	2022-2023	2023-2024	2024-2025
Part A	45.7%	68.9%	63.10%
Part B	75%	88.5%	79.40%

Students Achieving Acceptable or Above			
MATH 6	2022-2023	2023-2024	2024-25
Part A	63.0%	No data	64.40%
Part B	76.0%	No data	75.30%

As part of our focus on instructional design to support the building of numeracy skills and conceptual understanding, teachers incorporated whole school disciplinary literacy strategies for vocabulary development in math. Teachers further supported development in numeracy by collaborating to design targeted instruction and embed low-floor/high-ceiling tasks. These measures allowed all students to enter and engage into meaningful learning.

An analysis of the Provincial Achievement Test results shows that the scores for Grade 9 Part A and Part B decreased from last year's results but demonstrated improvement over 2022-23. The Grade 6 data show improvement on Part A and static results for Part B. Overall, the trend for both grades demonstrates continued relative strength on application and understanding of concepts. Continued growth is needed in mental math and foundational numeracy skills.

### Insights and Next Steps:

While continued progress is evident, continued growth in student complexity highlights the importance of ensuring that strong instructional design, rooted in authentic assessment, remains a focus to support student growth in literacy and numeracy.

Survey data also reflected the importance of ensuring that learning materials, texts, and activities meet students at their level. Although our CBE Student Survey results are quite strong, there has been a slight decline in students' perception that they understand what they read and feel confident in math. Ensuring that all students can engage in learning, while developing confidence and understanding will be a continued area of focus.

CBE Student Survey		
Survey Question	Spring 2024	Spring 2025
Literacy: I understand what I read	91%	90%
Math: I am confident that I can learn mathematics	86%	84%

Overall results suggest that a focus on intentional instructional design, incorporating evidence-based high impact strategies, continues to support growth and development. That said, the increasing complexities and changes in our student population require direct attention to ensure all students can see academic success. Moving forward, our work as a school community will build on direct literacy instruction to incorporate strategies such as morpheme recognition to understand academic terms, and a focus on building conceptual understanding of vocabulary to allow transfer across subjects and disciplines. Paired with continued integration of annotation for comprehension, teachers will support students to access and analyze a variety of texts, building confidence and comprehension.

## Goal Two: Students' experience of feeling safe and welcome at school will increase

### Outcome One: Students' sense of belonging will improve

#### Celebrations

- Students' sense of belonging improved. Data from the OurSCHOOL survey shows significant growth in every grade ranging from 10-25%
- Students' perception of feeling safe at school showed growth. In the OurSCHOOL data, there was an increase of 9-25% across grade levels. Similar results were seen on the Alberta Education Assurance survey with an increase of 10%
- Results on the CBE Survey showed an increase of 9% in students' sense of feeling included at school

#### Areas for Growth

- Although there was growth in student perception that their culture is reflected in the school, with an increase from 50 to 56%, this result is significantly lower than other wellness measures
- Outcome measure in Heart Domain, "There is at least one adult at school that I really connect with", declined from 64% to 61%

#### Next Steps

- Ensuring collections of culturally and linguistically diverse texts and resources are regularly accessed in classrooms to increase representation in learning materials
- Create ongoing initiatives, such as "Days of Importance" or displays of cultural celebrations, to embed cultural recognition as a sustained practice through the school year
- Maintain the Wellness period as a structured block in the weekly timetable as a time for direct instruction of social/emotional competences and community building experiences
- Establish school "houses" of multi-grade groups to foster connections across grade levels and provide opportunities for students to build relationships with more adults in the learning community

## Our Data Story:

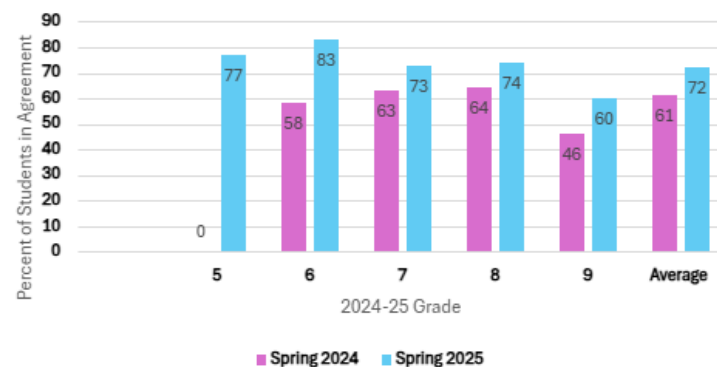
The second focus of Simon Fraser's 2024-2025 School Development Plan was centered on fostering a safe, supportive, and welcoming school environment to strengthen students' sense of belonging. We integrated explicit instruction in social-emotional competencies, created opportunities for student voice/choice in school decisions, and developed whole-school initiatives that allowed students to pursue their interests and passions while deepening their understanding of identity and culture.

Teachers collaborated to plan and embed practices that foster belonging, connectedness, and well-being. Staff used resources, such as The Collaborative for Academic, Social and Emotional Learning (CASEL), to support task development and selected texts highlighting the concept of belonging to promote empathy and reflection. The Student Well-Being Action Team, Student Council, and Student Leadership classes developed school-wide initiatives informed by learning from Middle School Well-Being initiatives. Teachers also worked with students during intentionally designed Wellness periods to support connection and inclusion. Together, these efforts helped create supportive, culturally responsive learning environments grounded in relationships and community.

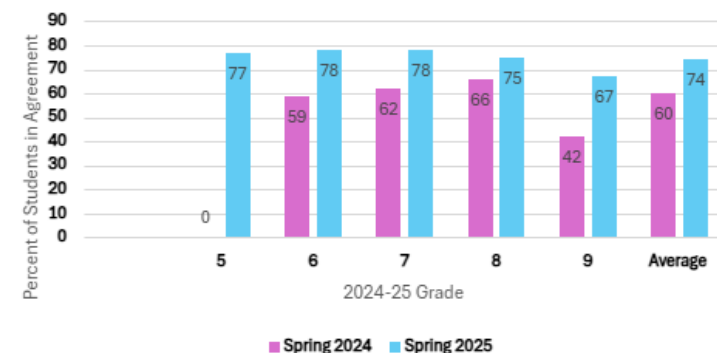
Students' sense of belonging, safety, and inclusion demonstrated growth across perception data measures:

- Data from the OurSCHOOL survey comparing our student sense of belonging measures from Spring 2024 to Spring 2025, shows significant growth in every grade group ranging from a 10-25% increase
- Data also shows increases of 9-25% in students' sense of safety, which is mirrored on similar measures included on the Alberta Education Assurance Survey
- Results on the CBE Survey showed an increase of 9% in students' sense of feeling included at school

**OurSCHOOL: Sense of Belonging (Cohorted Data)**



**OurSCHOOL: Feel Safe at School**



Perception Survey Data		
Survey Question	Spring 2024	Spring 2025
CBE Survey: I feel included at school	64%	73%
AEA Survey: I feel safe at school	81%	90%

## Insights and Next Steps:

We continued to see evidence of strong growth this year in our well-being measures through both perception data results and teachers' professional conversations. This supports the fact that our school wide initiatives and teachers work on intentional connection building are having a positive impact on our whole school community. The increase in sense of belonging validates the structures and processes put in place, such as the decision to schedule a weekly Wellness period dedicated to this work with students.

CBE Student Survey		
Survey Question	Spring 2024	Spring 2025
<b>Spirit:</b> I see my culture reflected at school	50%	56%
<b>Heart:</b> There is at least one adult at school that I really connect with	64%	61%

A review of the CBE survey results related to the Holistic Lifelong Learning Framework identified two areas for further growth and improvement. In the Spirit Domain, our students' perception that their culture is reflected in the school increased from 50 to 56%. While this represents positive progress, 56% is a lower result when compared with our other wellness measures. During the 2024-25 school year, we intentionally assembled collections of culturally and linguistically diverse texts and materials. Moving forward, our focus will be on ensuring these resources are regularly accessed in classrooms so that students see themselves represented in the texts and materials that support their learning.

A second area of focus that emerged from the review is the measure within the Heart Domain: "There is at least one adult at school that I really connect with", which declined from 64% to 61%. While other measures in this domain remain strong, such as 91% of students agreeing that "My teachers care about me", this result stands out as an outlier that warrants further consideration and attention.

Going forward, we will continue to include a dedicated Wellness period in our timetable to provide teachers with the opportunity to deliver direct instruction in social/emotional learning, while fostering meaningful connections and a strong sense of community among students. Additionally, we will expand opportunities for cross-grade interaction through school "houses". Non-homeroom teachers will also participate in these groups to ensure smaller teacher-to-student ratios, allowing students to engage with peers across grade levels and build relationships with a broader range of adults within the school community.

# 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

**Fall 2025 Required Alberta Education and Childcare 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	86.9	82.0	85.6	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	80.4	75.4	75.6	79.8	79.4	80.4	High	Improved	Good
	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	75.0	85.7	78.6	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	20.2	28.1	24.0	15.6	15.4	15.5	High	Maintained	Good
	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	85.3	85.5	86.5	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	82.1	82.5	84.4	84.0	84.9	Intermediate	Improved	Good
	Access to Supports and Services	80.6	80.2	77.9	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	83.1	79.1	77.9	80.0	79.5	79.1	Very High	Maintained	Excellent