

Bel-Aire School – CBE Home Education and Shared Responsibility

1011 Beverley Blvd, Calgary, AB T2V 1J4 t | 403-817-3464 e | homeeducation@cbe.ab.ca

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 2024-27 Education Plan



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

School Development Planning

Introduction

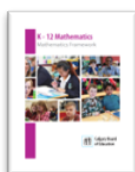
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 a school annual results report. This report demonstrates improvement results and next steps and 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).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

SDP 2024-25





School Development Plan – Year 2 of 3

School Goal

Academic Excellence and a Sense of Well-Being Will Improve.

Outcome:

Students will achieve higher levels of academic excellence and report an increased sense of well-being.

Outcome Measures

- Provincial Numeracy Assessments (Gr. 1-3)
- Report Card Data
- CBE Student Survey
- OurSchool Survey
- Goal Specific School-Wide Tracking Tool

Data for Monitoring Progress

- School-Wide Tracking Tool
- Student Exit Slips
- Computational Agility Assessments. Math Grades 1-9
- Teacher Perception Data

Learning Excellence Actions

- Collaborative creation of outcome-aligned math assessments focused on procedural automaticity with staff.
- Incorporate use of multiple modalities to solve tasks.
- Established success criteria for writing in science.

Well-Being Actions

- Create a culture within our new school that values community.
- Activate students as owners of their own learning in self-assessment and reflection.
- Provide actionable feedback that moves learners forward.

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are inclusive and accessible to all learners.
- Using the Sharing Circle and Land Acknowledgement to highlight the importance of respect for the thought, stories and individual histories of all people.

Professional Learning

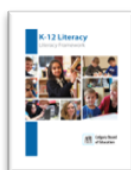
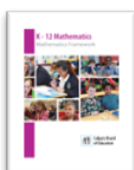
- * System Professional Learning
- * *CBE Early Years Literacy & Numeracy Intervention Initiative*
- * *SEL From the Start* by Sara E. Rimm-Kaufman
- * *Sitting Still Like a Frog* by Eline Snel
- * *Braiding Sweet Grass for Young Adults* by Robin Wall Kimmerer

Structures and Processes

- Professional Learning focus on: 1) designing scaffolded tasks to increase student skills and 2) designing computational agility assessments
- Common Assessments
- Collaborative Response structures and processes are used to increase student engagement. Current Themes to Take Up: 1) Increase duration of student focus and concentration, 2) Supporting Productive

Resources

- * [CBE Mathematics: Equity and Identity Guide](#)
- * [CBE Implement Tasks that Promote Reasoning and Problem Solving](#)
- * [MathUp](#)
- * [Alberta Education Math and Science Resources](#)
- * [Alberta Education Numeracy Progressions](#)
- * [CBE Numeracy Resources](#)
- * [NEW! Hiroko Warshauer's Strategies to Support Productive Struggle](#)





Struggle and 3) Comfort with Taking Risks

- Random groupings of students
- Positive Classroom Norms
- Access to tools and manipulatives
- Integration of The Walk Around Tool, Circle Talks and Personalized Acknowledgements of the Land

* [CBE Indigenous Education Holistic Lifelong Learning Framework](#)

* [The Walk Around Resource](#)

* ["Writing For Science" Document for guiding discipline specific writing in middle school learners](#)

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Academic Excellence and a Sense of Well-Being Will Improve.

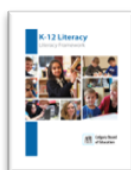
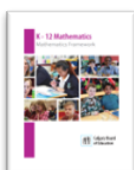
Outcome one: *Students will achieve higher levels of academic excellence and report an increased sense of well-being.*

Celebrations:

- Students' numeracy skills have improved. In September 36.3% of students achieved a 3 or 4 in the SDP Goal for numeracy and by June, 66.4% of students achieved a 3 or 4 in the SDP Goal for numeracy – an improvement of 30.1%.
- Students' ability to search for and identify relevant information has improved. 100% of CBE Shared Responsibility Students improved from Fall to Winter to Spring in their Science Literacy SDP Goal.
- Students feel a greater sense of connection and belonging to the Shared Responsibility Community.
- Students feel that the values of diversity and inclusion are important and nurtured in the Shared Responsibility School Community.

Areas for Growth:

Numeracy: In looking back over the 2023-2025 school years quantitative and qualitative data, we can see that our students have improved in solving multi-step math problems (2023-2024)



and have made gains in foundational math skills (2024-2025). What is apparent currently is that students, given large amounts of time, can show that they have the skills required for grade level math outcomes. Teachers feel that now growth is required in computational agility and procedural automaticity. If students could improve their automaticity in foundational math skills, it would increase their speed and confidence.

Procedural Automaticity: The ability to recall and execute procedures or basic facts quickly and accurately without conscious effort.

Computational Agility: The ability to choose and flexibly use efficient strategies for computation depending on the problem.

Science Literacy: The 2023-2025 school qualitative and quantitative data, we can see that our students have improved in the areas of: 1) Organizing to write: The pre-writing process (2023-2024) and 2) identifying relevant information for use in scientific writing (2024-2025). Teachers feel that now growth is required in comfort and confidence in the writing process, specifically Report Card Ends that refer to the ability to “communicate” in writing.

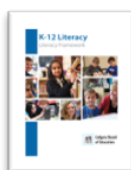
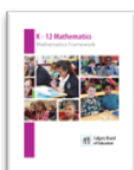
Well-Being: Students and Families expressed have expressed worry about moving from Windsor Park to Bel-Aire School. There were concerns about established traditions and routines and losing the feeling of a close-knit school community. Teachers, Students and Families feel that we will maintain and build our sense of community, well-being and belonging in our new school in the 2025-2026 school year and perhaps build some new traditions to increase our students’ sense of well-being.

Truth and Reconciliation, Diversity and Inclusion: The 2023-2025 school survey data indicates that our students continue to feel that Diversity and Inclusion are values that are fostered and encouraged at CBE Shared Responsibility Program. Students and staff feel that we could better engage in conversations and actions that show our commitment and support of The Truth and Reconciliation Commission of Canada’s Calls To Action.

Next Steps:

Numeracy:

- Provide daily short fluency and regular retrieval practice
- Integrate strategy reflection to provide students the opportunity to explain which method was most efficient and why
- Track both speed and flexibility
- Provide spiraled review, manipulatives, visual models, so that mastered facts remain fluent over time





Science Literacy:

- Provide daily review and practice on disciplinary specific writing in science. The focus will be on the use of scientific vocabulary to compose paragraphs that draw accurate conclusions based in scientific reasoning.

Well-Being:

- Creation of The High Five Hallway and The NEW Flex Room
- Implementation of “The Walk Around” Resource

Truth and Reconciliation, Diversity and Inclusion:

- Continue Sharing Circle Conversations in classrooms
- Students’ Creation and Presentation of Personal Acknowledgements of the Land

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [SDP Data Plan- Data Process within School Development Planning](#)
- [Assessment and Reporting \(including the Reporting and Expectations Timeline\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Inclusive Education](#)
- [Core Curriculum](#)
- [CBE Student Well-Being Framework](#)
- [Diversity and Inclusion](#)

