


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

Bel-Aire School – CBE Home Education and Shared Responsibility

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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: Academic Excellence and Sense of Well-Being will Improve

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

Analysis and Interpretation:

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 Tool, the data points to improvements in: Division 1 students' ability to navigate tasks focused on "Addition and Subtraction"; Division 2 students' ability to navigate tasks focused on "Multiplication and Division"; Division 3 students' ability to solve linear equations problems.

Literacy in Science: Information from the Report Card Ends and School -Wide Tracking Tool indicates improvements in: Division 1 students gathering information using organizational tools; Division 2 students using text features to organize content and identify important information; Division 3 students communicating meaningful ideas and results from their scientific observations. Student work samples shared in the Fall, Winter and Spring also showed gains in students' ability to identify relevant content for use in scientific writing.

Wellness: Data from the CBE Student Survey, the OurSchool Survey, Student Voice Meetings and Classroom Sharing Circles indicates improvements in students' sense of connection and belonging.

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: The 2023-2025 school years quantitative and qualitative data indicate 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, performance and confidence in solving advanced summative math assessments.

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 indicates 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 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

Our Data Story:

Numeracy Goals: We used the 2023-2024 provincial numeracy assessments; report card stems and the Goal Specific School-Wide Tracking Tool which indicated that 2024-2025's Need for Improvement would be:

- A. Division One: "Students investigate addition and subtraction within the range of [20-100-1000]." Alberta Education Curriculum
- B. Division Two: "Students multiply and divide natural numbers within [10000-100000-decimals and fractions]." Alberta Education Curriculum
- C. Division Three: "Students will represent algebraic expressions in multiple ways." Alberta Education Program of Studies Outcomes

Science Goals: We used the 2023-2024 provincial numeracy assessments; CBE Report Card Stems and the "Goal Specific School-Wide Tracking Tool" which indicated that 2024-2025's Need for Improvement would be:

- A. Division One: "Students will gather factual information on topics from various sources" and "Use organizational Tools to record or categorize information." Alberta Education Curriculum
- B. Division Two: "Students will examine a variety of text features that organize content and will identify information that is most important." Alberta Education Curriculum
- C. Division Three: "Students will develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence." Alberta Education Program of Studies

Professional Learning:

- Teachers engaged in CBE system-wide professional learning sessions - <https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/professional-learning.aspx>
- NEW Book Study - Peter Liljedahl's "Mathematics Tasks for the Thinking Classroom"

Structures and Processes:

- Professional Learning Communities (PLC's) focused on designing scaffolded tasks to increase student engagement
- NEW Book Study
- Calibration with colleagues
- Common Assessments

- Collaborative Response structures and processes used to increase student engagement (Themes included: increased duration of student focus, supporting productive struggle, comfort with taking risks).
- Non-permanent Vertical Surfaces
- Random Groupings of students
- Positive Classroom Norms
- Access to Tools and Manipulatives
- Integration of Indigenous Circle Talks

Resources:

- MathUP
- NEW - “Mathematics Tasks for the Thinking Classroom” – Peter Liljedahl
- Book Study from 2023-2024 “Building Thinking Classrooms in Mathematics” – Peter Liljedahl
- CBE Mathematics Equity and Identity Guide - <https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/equity-practices.aspx>
- CBE Implement Tasks that Promote Reasoning and Problem Solving - <https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Documents/Implement-Tasks-that-Promote-Reasoning-and-Problem%20Solving.pdf>
- Alberta Education Math and Science Resources – new.learnalberta.ca
- CBE Mathematics Curriculum and Planning Page - <https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/curriculum-planning.aspx>
- CBE Indigenous Education Holistic Lifelong Learning Framework - <https://www.cbe.ab.ca/about-us/policies-and-regulations/Documents/Indigenous-Education-Holistic-Lifelong-Learning-Framework.pdf>

Learning Excellence Actions (Instructional Strategies) for 2024-2025:

- Incorporate low-floor and high-ceiling tasks to engage all learners
- Incorporate use of multiple modalities to solve tasks
- Co-create success criteria with students

Well-Being Actions for 2024-2025:

- Create a culture that values the thinking process and strategies
- Activate students as owners of their own learning in self-assessment and reflection

- Provide actionable feedback that moves learners forward

Truth and Reconciliation, Diversity and Inclusion Actions for 2024-2025:

- Teachers design tasks and assessments that are culturally inclusive and accessible to all learners
- Provide opportunities for students to practice and model having difficult conversations (including conversations about race and racism).
- Using the Indigenous Sharing Circle to highlight the importance of respect for the thought, stories, and individual histories of each participant.

What We Measured and What We Heard:

Numeracy:

Quantitative Data Utilized: Provincial Numeracy Assessments for Grades 1-3, Goal Specific School-Wide Tracking Tool, Numeracy Report Card Stems for Grades 1-9.

Qualitative Data Utilized: Student Exit Slips

Provincial Numeracy Testing

Grade	At-Risk Pre-Test September 2024	Post-Test May 2025
1-3	22	13

Numeracy Report Card Stems Grade 1-9

Grade Level	January 2025: Percentage of students reaching a three or four on report cards...	June 2025: Percentage of students reaching a three or four on report cards...	Growth Analysis
	Grade 1-2 – Understands and applies concepts related to number and patterns. Grade 3-6 – Understands and applies concepts related to number, patterns and algebra.	Grade 1-2 – Understands and applies concepts related to number and patterns. Grade 3-6 – Understands and applies concepts related to number, patterns and algebra.	

	Grade 7-9 – Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships.	Grade 7-9 – Patterns and Relations – Uses algebraic reasoning to represent patterns and relationships.	
1	66.5	85.2	+
2	72.7	61.9	+
3	89.3	86.2	-
4	80	62.9	-
5	56.5	59.5	+
6	60	60.7	+
7	66.7	82.9	+
8	81	85.3	+
9	80	89.5	+

Goal Specific School-Wide Tracking Tool:

Students completed an assessment testing their abilities in solving addition/subtraction (Div 1), multiplication/division (Div 2) and algebraic expression problems (Div 3) at three different points in the school year. These assessments gave teachers a routine summation of student understanding. This data was entered into the Goal Specific School-Wide Tracking Tool.

Grade	Autumn reporting of Alberta Education Curricular Outcome	Winter reporting of Alberta Education Curricular Outcome	Summer reporting of Alberta Education Curricular Outcome
	Div I: students will.. investigate strategies for addition and subtraction of one-digit numbers within 20 (grade 1), two-digit numbers within 100 (grade 2), and three-digit numbers within 1000 (grade 3).	Div I: students will.. investigate strategies for addition and subtraction of one-digit numbers within 20 (grade 1), two-digit numbers within 100 (grade 2), and three-digit numbers within 1000 (grade 3). Div II: students will... demonstrate recall of multiplication and division	Div I: students will.. investigate strategies for addition and subtraction of one-digit numbers within 20 (grade 1), two-digit numbers within 100 (grade 2), and three-digit numbers within 1000 (grade 3).

	Div II: students will... demonstrate recall of multiplication and division number facts and understanding of multiplication and division strategies Div III: students will... model and solve, concretely, pictorially and symbolically, linear equation problems % of students who demonstrated understanding of the concept at a 2, 3 or 4	number facts and understanding of multiplication and division strategies Div III: students will... model and solve, concretely, pictorially and symbolically, linear equation problems % of students who demonstrated understanding of the concept at a 2, 3 or 4	Div II: students will... demonstrate recall of multiplication and division number facts and understanding of multiplication and division strategies Div III: students will... model and solve, concretely, pictorially and symbolically, linear equation problems % of students who demonstrated understanding of the concept at a 2, 3 or 4
1	74%	96%	100%
2	68%	75%	100%
3	69%	80%	89%
4	10%	71%	77%
5	70%	74%	97%
6	75%	78%	84%
7	94%	97%	92%
8	95%	97%	100%
9	84%	100%	100%

Student Exit Slip Data: Students completed Exit Slips throughout the year checking for understanding and confidence. The Student Exit Slips offered teachers a routine snapshot of student understanding and self-evaluation.

Science Literacy:

Quantitative Data Utilized: Students completed an assessment testing their confidence and abilities in gathering information, using text features and communicating meaningful ideas and observations at three different points in the year. This data was entered into the Goal Specific School-Wide Tracking Tool.

Qualitative Data Utilized: Student Exit Slips

Grade	Autumn reporting of Alberta Education Curricular Outcome	Winter reporting of Alberta Education Curricular Outcome	Summer reporting of Alberta Education Curricular Outcome
	<p>Div I: students will.. gather factual information from various sources and organize the information using organizational tools</p> <p>Div II: students will... examine a variety of text features, and use these features to organize content and identify important information</p> <p>Div III: students will... develop the skills n needed to communicate meaningful ideas and results derived from scientific observations and evidence</p>	<p>Div I: students will.. gather factual information from various sources and organize the information using organizational tools</p> <p>Div II: students will... examine a variety of text features, and use these features to organize content and identify important information</p> <p>Div III: students will... develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence</p>	<p>Div I: students will.. gather factual information from various sources and organize the information using organizational tools</p> <p>Div II: students will... examine a variety of text features, and use these features to organize content and identify important information</p> <p>Div III: students will... develop the skills n needed to communicate meaningful ideas and results derived from scientific observations and evidence</p>

	% of students who demonstrated understanding of the concept at a 2, 3 or 4	% of students who demonstrated understanding of the concept at a 2, 3 or 4	% of students who demonstrated understanding of the concept at a 2, 3 or 4
1	78%	92%	96%
2	57%	65%	70%
3	37%	66%	73%
4	50%	90%	92%
5	98%	100%	100%
6	100%	97%	100%
7	72%	79%	86%
8	80%	92%	90%
9	68%	74%	78%

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Well-Being:

OurSchool Survey Results 2023-2025 – November Surveys

	2023 Home Ed	2023 Cdn Avg	2024 Home Ed	2024 Cdn Avg	2025 Home Ed	2025 Cdn Avg
Percentage of students who feel accepted and valued by their peers and others at school	78%	70%	79.5%	70%		
Percentage of students who report positive relationships at school	76.5%	78%	81.5%	78%		
Percentage of students who feel safe at school	80.5%	62%	83.5%	62%		

CBE Student Surveys 2024 and 2025 – March Surveys

	2023 Survey	2024 Survey
"I feel included at school."	82.3%	86%
"I feel welcome at school"	85.3%	90%
"My teachers want me to be successful."	98.7%	100%
"My teachers care about me."	98.6%	99.3%
"There is at least one adult at school who I really connect with."	N/A	100%

Truth and Reconciliation, Diversity and Inclusion:

CBE Student Surveys 2024 and 2025 – March Surveys

	2023 Survey	2024 Survey
"When racism and or discrimination occur at my school, my school takes steps to address it."	94.5%	94.9%
"I'm an ally to people who look, behave, speak and/or identify differently than me."	97%	93.6%
"At my school I learn about Indigenous ways of knowing, being, doing and belonging."	83.8%	84%

Analysis and Interpretation:

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 Tool, the data points to improvements in: Division 1 students' ability to navigate tasks focused on "Addition and

Subtraction”; Division 2 students’ ability to navigate tasks focused on “Multiplication and Division”; Division 3 students’ ability to solve linear equations problems.

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Well-Being: Data from the CBE Student Survey and the OurSchool Survey for 2024 indicate that students in the CBE Shared Responsibility Program feel connected to their school and have a high sense of belonging. Student Voice conversations continue to reveal that students love coming to school to be with their friends and they find the school community to be incredibly welcoming. They also comment on loving their teachers and the opportunities like clubs and sports teams that exist in the Shared Responsibility Program. Some students wish there were more Activity Days, that bullies didn’t exist and that there were more field trips.

Truth and Reconciliation, Diversity and Inclusion: Data from the CBE Student Survey indicates that students generally feel that inclusion and diversity matter and are given due attention from staff. Students also indicate that Indigenous Perspectives are important and considered throughout classes. As a staff, we would like to see these numbers move closer to 100% on the CBE Student Survey.