



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

Simons Valley School

375 Sandarac Dr NW, Calgary, AB T3K 4B2 t | 403-777-6660 f | 587-993-9895 e | SimonsValley@cbe.ab.ca

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

2023-24 School Goals

- Functional writing
- Solving complex problems
- Connection, belonging & citizenship.

This report reflects upon the following three goals:

- Literacy: Functional writing focused on assessment and organization of cross-curricular writing tasks.
- Mathematics: To improve enjoyment of solving complex problems in math and procedural fluency in subtraction.
- Well-Being: To improve connection/belonging/citizenship.

We chose to focus on these areas as our student data as measured on report cards, provincial tests, and perception data indicated gaps in these foundational skills in literacy, mathematics, and well-being.

Literacy

The functional writing involved following our PAT and report card data, along with the creation of new rubrics. The process that supported the literacy goals included professional learning using the CBE Literacy Framework and school structures such as the Collaborative Response Model that identifies priority students and dedicated literacy blocks in all grades.

Mathematics

The process to improve enjoyment of complex problems in math and procedural fluency in subtraction involved professional learning using the *MATH UP* and *Jump Math* programs, teacher mentorship, and guidance from the CBE K-6 Mathematics Scope and Sequence.

Well-Being

To improve connection, belonging, and citizenship, staff engaged with the new CBE Student Well-Being Framework along with the Indigenous Education Holistic Lifelong Learning Framework with support from the SOAR (Safety, Ownership, Attitude, Respect, and Responsibility) program.

What We Measured and Heard

Literacy

We primarily used the report card stem on writing performance, a local teacher survey, and PAT ELAL data to assess our writing goal.

Report Card Data

“Writes to express information and ideas”: Percentage of students achieving the top 2 categories of receiving indicators of 3 and 4 per grade level.

Grade	Jan 2024	Jun 2024	Change
1	27.10%	27.20%	+ 0.10%
2	18.00%	28.10%	+ 10.10%
3	21.90%	24.80%	+ 2.90%
4	18.30%	19.50%	+ 1.20%
5	18.50%	19.70%	+ 1.20%
6	26.30%	32.00%	+ 5.70%
Mean	21.68%	25.22%	+ 3.53%

Staff Perception Data

A local teacher survey that addressed the question: “Do your students organize their writing so that the sequence makes sense and the information relevant?” provided a rating scale (1-4). The table below presents the top 2 categories (3s and 4s) comparing the Fall 2023 rating and Spring 2024 ratings.

Top 2 categories (3s and 4s)	Top 2 categories (3s and 4s)	Change
Fall 2023	Spring 2024	
40%	56%	+16%

Note: The Grade 6 Provincial Achievement Test for English Language Arts-Written section was cancelled for the 2024 school year. Therefore, there is not any data for comparison to the 2023 school year.

Mathematics

Four key measures were used to inform improvement in student learning regarding mathematics. The Numeracy Screener, CBE survey, local staff survey, and student perception data (AEA) provided the following improvements:

Numeracy – Changes in “at-risk” category student population

Grade	Number of “At risk” students		Change
	December 2023	June 2024	
Grade 2	31	17	-14
Grade 3	21	14	-7

CBE Survey on Mathematical problem solving.

Overall agreement on...	2023 (%)	2024 (%)	Change (%)
I enjoy working on challenging problems in mathematics	53.90	53.02	-0.88
I think deeply and slowly when solving mathematics problems	73.38	79.86	+6.48

Staff Survey

23 out of 25 teacher responses noted students were better able to successfully persist with challenging tasks and enjoy the process. Along with improvements on these standardized assessments, we also noticed an improvement in our grade 5 students’ perception on the CBE Student Survey from last year to this year in relation to their ability to persevere in the face of challenge. Teachers also noted that clarity with demonstrations, pairing students together and using drawings to help solve problems as the top 3 strategies for student success.

Alberta Education Assurance Measure Results (Fall 2024)

The overall parent agreement for the statement “The numeracy skills your child is learning at school are useful” was 100%. This contrasted with an 8% decrease in the overall agreement statement students provided for the question, “Do you like learning math?”.

Note: The Grade 6 Provincial Achievement Test for Mathematics was cancelled for the 2024 school year. Therefore, there is not any data for comparison to the 2023 school year.

Well-Being

Sense of belonging, Connectedness and Citizenship are interrelated; however, we used the CBE Survey, Our School Survey, AEA Survey, and a local staff survey to assess the impact upon specific questions.

CBE Survey

Overall agreement in the Heart-To Belong category regarding:

Overall agreement on...	2023 (%)	2024 (%)	Change (%)
I feel included at school	73.91	71.24	-2.67
I feel welcome at school	79.11	81.94	+2.83

Our School Survey

Sense of belonging

Category	2023 (%)	2024 (%)	Change (%)
Grade 4	70	73	+3
Grade 5	62	66	+4

Alberta Education Assurance Measure Results (Fall 2024)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Category	2023 (%)	2024 (%)	Change (%)
Parent	76.3	86.2	+9.9
Student	58.7	59.5	+0.8
Teacher	84.4	90.2	+5.8

Local Teacher Survey

The teachers noted a high value in one-to-one discussion strategies to support well-being challenges. This will require further exploration regarding staff professional learning.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
The literacy data indicates that there have been improvements in student functional writing. Furthermore, there has been a major improvement (+16%) in teachers' rating of student ability between Fall 2023 and Spring 2024. Given that 23/25 teachers noted improvement with persistence on challenge mathematical tasks, the numeracy assessment of students in the "at risk" category was considerably reduced between Dec 2023 and June 2024. There was also improvement in students thinking deeply when solving math problems despite a low and unchanged percentage of students who enjoy mathematical problem solving. This reduced enjoyment was also noted in the Alberta Education Assurance Measure Results (2024). The changes in student belonging were relatively unremarkable. Parent and teacher perception has improved for active citizenship; however, student satisfaction was considerably lower. The local teacher survey noted a promising strategy of one-to-one conversations with students in addition to small group instruction to support student well-being. Strategies to further explore this area of well-being will be considered for the 2024-25 school year.	▪ Students' functional writing skills have improved ▪ Students' numeracy skills have improved ▪ Students sense of belong has increased. ▪ Parents and teachers are more satisfied with active citizenship	▪ Given the dedicated focus upon writing over the past 3 years, the reading component of literacy will be the primary focus for the next school development plan. ▪ Provide targeted intervention for students at all grade levels ▪ Continue to work on problem solving skills in mathematics ▪ Continue to explore other areas of Social Emotional Learning in addition to school connectedness and belonging along with citizenship measures.

Required Alberta Education Assurance Measures (AEAM) Overall Summary



Spring 2024

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

Assurance Domain	Measure	Simons Valley 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	79.0	79.1	78.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.6	73.1	79.0	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	81.8	73.0	73.0	68.5	66.2	66.2	High	Improved	Good
	PAT6: Excellence	15.9	18.0	18.0	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.5	89.0	89.4	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	80.2	84.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	65.9	60.1	66.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.2	75.6	78.9	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time