


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

Braeside 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: Students' achievement in Literacy will improve.

Outcome: Through the intentional design of the learning environment, students will know what to do next to improve in literacy.

Celebrations

- Increase in the percent of students who agree with the statement, "I have the opportunity to receive feedback from others to improve my writing". (48.48% in Spring of 2024, 63.86% in Spring of 2025)
- Spring 2025 Alberta Education Assurance (AEA) Survey results – "Students at your school clearly understand what they are expected to learn" – 100% agreement
- Spring 2025 AEA Survey results – "Your child clearly understands what they are expected to learn at school." – 100% agreement
- Teacher Self-Assessment Tool for the CBE Guiding Principles of Assessment and Reporting indicated that 87.5% of teachers feel, 'Assessment is ongoing and embedded throughout cycles of learning' and 94% of teachers feel, 'Assessment makes explicit connections to the intended learning goals'.

Areas for Growth

- Improvement in students' ability to express (in writing) their thoughts, ideas and understanding (I.e. Increasing the percentage of students receiving a 3 or 4 indicator in the Report Card stem 'Writes to Express Information and Ideas').
- Increase in student agreement with the statement, "I know what to do next to improve my writing skills" (Survey Statement).

Next Steps

- 6-week Professional Learning Community (PLC) cycles for all students focusing on the Seven Teaching Principles (from the resource *The Writing Rope, A Framework for Explicit Writing Instruction in All Subjects* by Joan Sedita).
- Teacher calibration using the new CBE Rubric for Writing.
- Continued focus on the CBE's Guiding Principles of Assessment and Reporting.

Our Data Story:

Braeside School's 2024 – 2025 School Development Plan (SDP) focused on students knowing what to do next to improve in literacy through the intentional design of the learning environment (specifically in writing). Teachers worked to ensure that students had access to clearly articulated learning intentions, were provided with exemplars and success criteria, and that formative assessment was embedded and ongoing throughout learning cycles. During professional learning sessions teachers worked to develop a stronger understanding of effective strategies and practices to move forward students' writing skills and how assessment practices support this. This work focused on two main resources, *The Writing Rope*, *A Framework for Explicit Writing Instruction in All Subjects* (Sedita 2023) and the CBE guiding document, *Assessment and Reporting in CBE*.

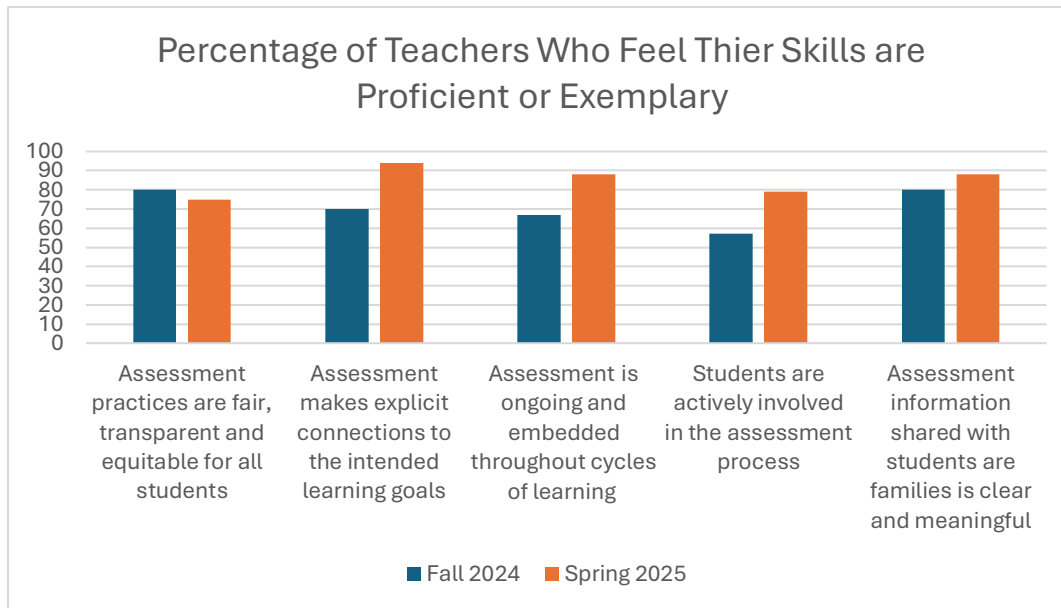
Teachers worked in professional learning communities and teaching teams to design series of tasks to teach and assess specific writing skills. Teachers then used student work to calibrate their understanding of student achievement and effective teaching and learning practices. Together, this work helped to deepen the teacher's understanding of how to effectively teach writing to our students.

Report Card Data:

	Writes to Express Information and Ideas				Reads to Explore and Understand		
Percentage of students receiving an indicator of 3	38	42	35		32	32	32
Percentage of students receiving an indicator of 4	18	17	23		30	33	35
Total	56%	58%	58%		62%	65%	67%
	June 2023	June 2024	June 2025		June 2023	June 2024	June 2025

Survey Data:

CBE Student Survey				AEA Survey				OurSCHOOL	
Timeframe	Agreement Percentage		Timeframe	Agreement Percentage		Timeframe	Agreement Percentage	Timeframe	Agreement Percentage
Prompt – “I have the opportunity to receive feedback from others to improve my writing.”			Prompt – “I know what to do next to improve my writing skills.”			Prompt – “Your child clearly understands what they are expected to learn at school.”		Percentage of students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.	
Spring 2024	48%		Spring 2024	87%		Spring 2024	83%	Spring 2024	68.5%
Spring 2025	64%		Spring 2025	82%		Spring 2025	100%	Spring 2025	76%



Key Insights and Next Steps

Progress has been made in some of the targeted areas. This has been most noted in the areas connected to assessment practices (i.e. All but one survey questions used demonstrated an improvement in the agreement percentage). Despite this improvement, there was not an increase in the percentage of students receiving an indicator of 3 or 4 in the writing stem, “Writes to express information and ideas”. Together, this data indicates that assessment practices are moving in the right direction, but more work is needed in explicit teaching and learning of writing skills translating into higher achievement for students in this area. Students need to understand what they need to do next to improve their writing skills as well as how to do it.

Moving forward we will continue to dive deeper into the resource, *The Writing Rope, A Framework for Explicit Writing Instruction in All Subjects* (Sedita 2023). We will engage in targeted professional development sessions focused on teaching writing skills through high impact teaching and learning strategies (e.g. Gradual Release, I Do, We Do, You Do) and work to calibrate staff understanding of achievement in writing.

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

Assurance Domain	Measure	Braeside 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	85.7	75.1	78.4	83.9	83.7	84.4	High	Improved	Good
	Citizenship	86.0	85.0	82.1	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	PAT6: Acceptable	n/a	65.9	70.4	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	12.2	8.6	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	86.9	87.4	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	90.6	88.6	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	81.4	79.4	79.8	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	82.2	72.2	75.4	80.0	79.5	79.1	High	Maintained	Good