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Calgary Board of Education

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

Briar Hill 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 achievement in numeracy will improve.

Outcome One: Student's procedural fluency will improve.

Celebrations

- Over 93% of Briar Hill School K-6 students are achieving *at-grade-level* in the Report Card Stem – Number & Pattern and Relations
- On the Gr.6 Math PAT Part A, 87.5% of BHS students achieved Acceptable Standard (Provincial Average 52.1%) with 53.1% achieving Standard of Excellence (Provincial Average 14.9%)
- Teachers have indicated an increase in cohesion with mathematics assessment in grade teams and school-wide

Areas for Growth

- Identifying at risk students, initiating targeted intervention, and building student's understanding of mathematical procedure fluency
- Continued progress in implementing schoolwide high impact numeracy strategies that target procedural fluency
- Continued progress in schoolwide assessment calibration, allowing teachers to become more cohesive with their approach and assessment methods in mathematics

Next Steps

- Create a school wide RTI (Response to Intervention) spreadsheet, helping identify at risk students, areas they require support, and what targeted interventions to activate.
- Support grade groups in numeracy regrouping (common schedules, additional people, & manipulatives/resources), allowing for students to access learning supports and material at their level
- Assessment, professional learning series targeting numeracy, that align with system assessment and numeracy frameworks
- Utilize the Student Services Learning Leader to guide small and large groups of targeted intervention

Our Data Story:

Briar Hill's 2024–2025 School Development Plan's first goal focused on Numeracy Skills: Improving procedural fluency. This was a target set by the staff using early learning data, report card measures, and professional conversations. This was the first year of a three-year school development plan, that was met with a school administration change in February 2025, as well as, the introduction of the new mathematics curriculum, grades K-3 September 2022 and grades 4-6 September 2023, creating adjustments to both teachers and learners in how mathematics is approached.

Mid-year professional reflections on the Numeracy SDP target, led to a review of BHS data and professional conversations to assess if the school was on track to meet the desired outcome of improving students procedure fluency. At that time, staff identified a need for a school wide strategy to support mathematical procedure fluency and a need for teachers to become more cohesive with their approach and assessment methods in mathematics. Our winter professional learning sessions then focussed on:

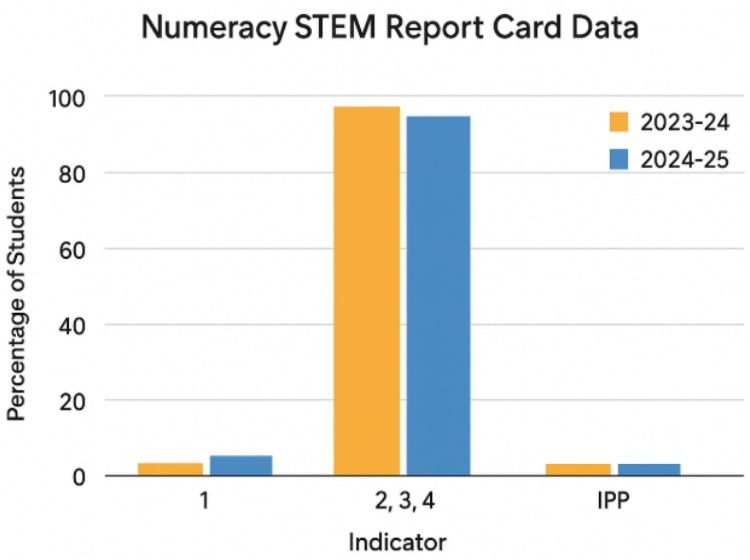
- CBE System Professional Learning series: K-6 CBE New Curriculum Professional Learning Series - Assessment to help with grade team and whole school math assessment calibration
- Math Professional Learning series implementing the K-6 high impact numeracy strategy of classroom Number Talks to build K-6 common language, consistent math concept review, and application of learned math concepts

Teachers collaborated in professional learning communities and team planning sessions to design and refine activities that explicitly targeted mathematical procedural fluency and assessment. By the end of the year, teachers had identified that grade team and school wide assessment cohesion had improved and students had positively responded to the classroom number talks.

Insights and Next Steps:

While teacher observations and common assessments indicated that students have been improving with procedure fluency, and the vast majority of our students were demonstrating academic success, our outcome measures indicate that there has been a slight decrease in the Report Card stem - Number and Pattern & Relations.

June Grade K-6 Report Card: Numeracy Stem: 2023-24 *-vs-* 2024-25



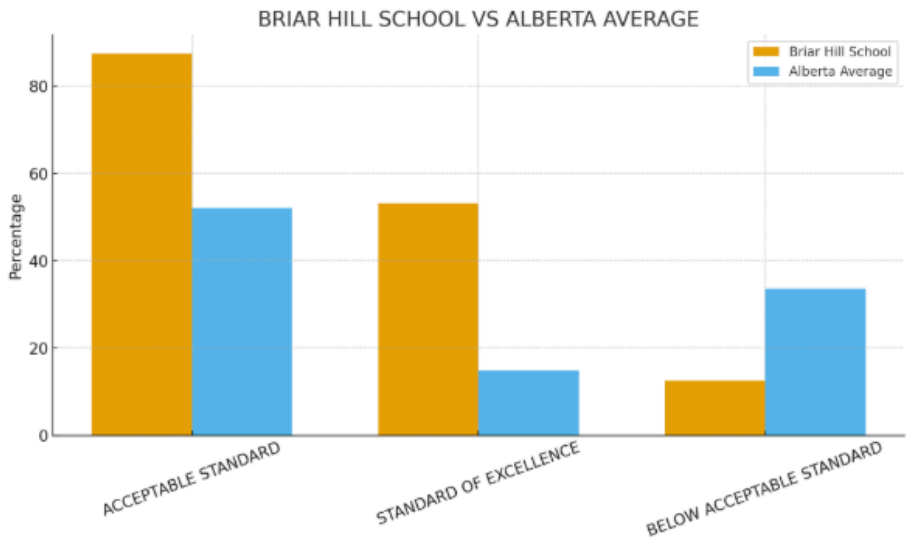
When looking at 2023-24 vs 2024-25 June Report Card data, there is an **increase** in the percentage of students receiving a **1 indicator (**not at grade level) in the numeracy stem from 1.8% to 5.8%. The percentage receiving **2**,**3, or 4 indicators** dropped slightly from 96.7% to 92.9%. However, the percentage of students that have a math learning disability, who received the **IPP** indicator, is nearly the same.

Although more than 90% of Briar Hill Students are consistently achieving grade level, the percentage of students that are not operating at grade level with mathematic procedural fluency is evident.

June Report Card 2023-24 Numeracy Stem		
	Not at Grade Level	Math IPP
Kindergarten	0%	0%
Grade 1	0%	0%
Grade 2	3.1%	3.1%
Grade 3	3.4%	6.9%
Grade 4	0%	0%
Grade 5	6.1%	0%
Grade 6	0%	0%

June Report Card 2024-25 Numeracy Stem		
	Not at Grade Level	Math IPP
Kindergarten	0%	0%
Grade 1	7.7%	2.6%
Grade 2	3.1%	0%
Grade 3	2.8%	5.6%
Grade 4	7.1%	0%
Grade 5	6.5%	0%
Grade 6	12.5%	0%

The Grade 6 Math Provincial Achievement Test Part A, has echoed the success of the majority of our BHS students with mathematics. This PAT highlighted that **87.5% achieved Acceptable Standard** (Provincial Average 52.1%) **with 53.1% achieving Standard of Excellence** (Provincial Average 14.9%). 32 students participating in this exam.



When looking at 2024-25 Early Learning Numeracy Data, it continues to show that there are identified students that require targeted support to grow in mathematical procedure fluency.

Time Period	Total Students	Students At Risk	Percentage At Risk
November 2024	104	15	14.4%
June 2025	104	18	17.3%

Together, these results indicate that while explicit instruction is effectively supporting overall skill development—and the vast majority of Briar Hill students are achieving at grade level—there remains a need for targeted intervention to strengthen mathematical procedural fluency for specific learners. By identifying these students and understanding their individual needs, we can design focused intervention plans that will help them build confidence, deepen their understanding, and steadily improve their procedural fluency in mathematics.

Goal Two: Students experience of a safe, welcoming, caring, and inclusive learning community will improve

Outcome: Students experience an increase in their ability to self-regulate, and problem solved to create a safe and caring environment for all.

Celebrations

- BHS continues to be above the Alberta average in creating a safe and caring learning environment. (BHS 93%)
- Teachers report that students are responding positively to schoolwide initiatives regarding problem-solving and they are seeing positive changes in the school
- There has been a slight decrease in students experiencing moderate or high levels of anxiety at school (2023=21% -vs- 2024=19%)

Areas for Growth

- Identify students who consistently require additional support with regulation and/or problem-solving skills
- Continue to create targeted support interventions for students that require help with SEL
- Decrease the number of instances where students require adult intervention to support problem solving with a peer

Next Steps

- Create a school wide RTI (Response to Intervention) spreadsheet, helping identify at risk students, areas they require support, and what targeted interventions to activate.

- Create a system of collecting data for the use of the Calm Room (Who is using it? Frequency? Purpose? Duration?)
- Professional reflection for grade teams on SEL Task Design & vulnerable student supports
- Assemble a student committee, Well-Being Ambassadors, to create a consistent avenue for student voice to support BHS in growing as a welcoming, caring, respectful, and safe learning environment
- Student Services Learning Leader supporting identifying vulnerable students, guiding teacher practice, & providing targeted intervention for students

Our Data Story:

Briar Hill's 2024–2025 School Development Plan's second goal focused on Well-Being: students experiencing a safe, welcoming, caring, and inclusive learning community through student's ability to regulate and problem solve. Using early Assurance Survey data, Well-Being Survey data, and teacher observations this target was identified for growth.

Mid-year professional reflections on SDP targets, led to professional conversations and a review of BHS data to assess if this school target was being met. Teachers identified that growth was being made, and continues intentionality for school-wide next steps were put into action.

To address continued growth for the **Well-Being SDP Goal** of students experiencing a safe, welcoming, caring, and inclusive learning community, with the outcome of increasing student's ability to self-regulate and problem solve, BHS winter and spring sessions focused on:

- Introduction of common tools to help put language and common strategies when problem solving
- School-wide support program to address school wide common expectations & regulation support
- Professional conversations discussing how task design supports SEL

Teachers collaborated in professional learning communities and grade team planning sessions to evaluate how implemented language, strategies, and tools to build a common approach to student regulation and problem-solving.

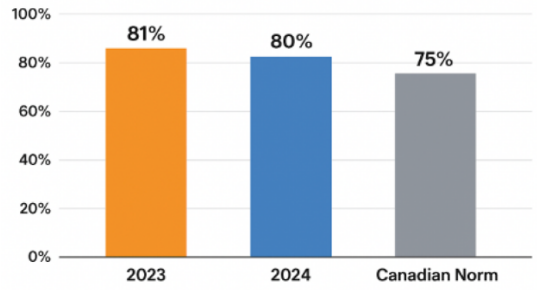
By the end of the year, teachers had identified that there was a decrease in admin level, supports, needed with student regulation, and an increase with intentional supports to help teachers and students with SEL.

Insights and Next Steps:

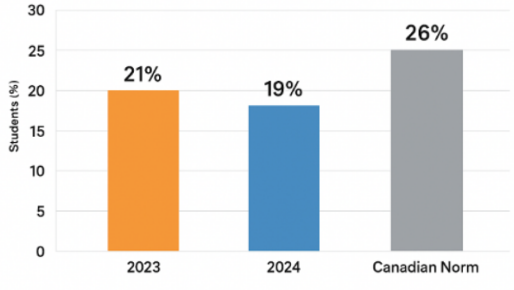
BHS continues to have a strong sense of belonging and students feeling safe in their school community, well above the Canadian norm in both areas. The Our School Survey data highlighted that 19% of student surveyed struggle with moderate or high levels of anxiety, and there was a slight decrease with students with positive self-regulation

The Our School Survey 2023-24 vs 2024-25

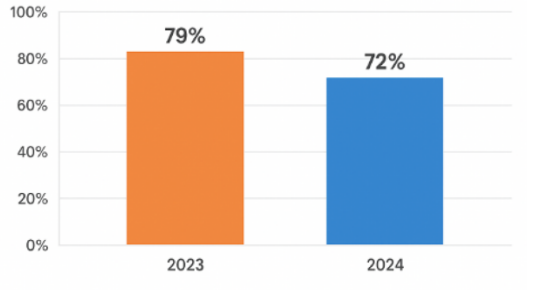
Students with a positive sense of belonging.
Students who feel accepted and valued by their peers and by others at school.



Students with moderate or high levels of anxiety.
Students who have intense feelings of fear, intense, anxiety, or worry about particular events or social situations.



Students with positive self-regulation.



The 2024 Alberta Education Assurance Survey, completed by staff, students, and parents echo the results that BHS continues to be above the Alberta average and is consistent in being a Learning environment that is safe and caring.

B.4 Safe and Caring

Measure History

School: 9205 Briar Hill School
Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Briar Hill School										Measure Evaluation			Alberta								
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	130	95.0	139	96.1	133	94.8	122	92.7	110	93.3	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	23	94.8	25	97.6	22	97.2	20	92.0	12	95.0	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	95	91.7	102	90.7	98	88.9	89	87.7	84	85.0	Very High	Maintained	Excellent	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	12	98.3	12	100.0	13	98.5	13	98.4	14	100.0	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

Collectively survey results indicate that Briar Hill School continues to be a community that is a welcoming, caring, respectful, and safe learning environment, and we are having a lot of success with supporting students' social and emotional learning needs. As we move forward, BHS will continue to evolve schoolwide tools and approaches to support student regulation and problem-solving, specifically looking at schoolwide areas of need, identifying students that require additional support, and what targeted supports are needed for those students to grow. Part of this action plan will include:

- Development of a Character Education Program highlighting BHS values
- Creation of the Well-Being Ambassadors, which will act as a formal avenue for student voice to support BHS in being a safe and caring learning environment
- K-6 clarity & consistency regarding:
    - Student code of conduct
    - Digital citizenship agreement
    - Briar Hill Values
    - Outdoor & in-school school expectations
    - Common language for problem solving
    - Regulation strategies

Teachers will also plan in grade teams, intentionally designing tasks that incorporate, SEL competencies, and explicitly support and teach school wide strategies, tools and methods to regulation and problem-solving.

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

Required Alberta Education Assurance Measures - Overall Summary

Spring 2025

School: 9205 Briar Hill School

Assurance Domain	Measure	Briar Hill 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	**75.6**	82.1	81.1	**83.9**	83.7	84.4	Very Low	Declined	Concern
	Citizenship	**83.6**	86.1	90.5	**79.8**	79.4	80.4	Very High	Declined	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
	PAT6: Acceptable	**n/a**	96.8	93.0	**n/a**	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	**n/a**	12.9	21.3	**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	**88.7**	91.9	91.8	**87.7**	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**89.1**	90.5	93.5	**84.4**	84.0	84.9	High	Declined	Acceptable
	Access to Supports and Services	**75.2**	82.7	81.3	**80.1**	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	**80.4**	91.8	89.7	**80.0**	79.5	79.1	High	Declined	Acceptable