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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

# Simon Fraser School

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## School Improvement Results Reporting | For the 2025-26 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 2026-27 School Year p. 209).
This report includes results relative to the goals and outcomes set in the 2025-26 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 academic achievement in literacy and numeracy will improve**

**Outcome One: Student achievement in Reading and "Number" will improve through intentional instructional design and assessment.**

## Celebrations

- Grade 6 and Grade 9 students performed well on the reading Provincial Achievement Test (PAT). In our school, 85.1% and 85.3% met or exceeded the acceptable standard, compared with 79.5% and 77.0% across Alberta.
- More reading results in Grades 5–8 were at Indicator 4, the highest report card level, at year-end than in Semester One. The increase ranged from about 6 to 11 percentage points.
- Grade 7 students showed stronger achievement in "Number". The proportion of numbered report card results at Indicators 3 or 4 increased from about 61.6% to 76.3%.
- Grade 9 students performed above provincial results on the mathematics PAT: 76.2% met or exceeded the acceptable standard, compared with 59.8% across Alberta. Excellence was 27.2%, compared with 17.7% provincially.
- Students reported confidence in their learning: 84.93% felt confident as readers and 85.36% felt confident they could learn mathematics on the spring CBE Student Survey.

## Areas for Growth

- Some students continued to need extra reading support. At year-end, 93 of 607 students assessed needed targeted or intensive help with comprehension. This included 28 of the 77 Grade 5 students assessed.
- We need to help more Grade 6 students reach excellence. On the PAT, 13.0% achieved excellence in mathematics, compared with 21.1% provincially; reading excellence was 23.0%, compared with 30.9%.
- Grade 9 students had more difficulty with mathematics Part A than Part B: 62.6% met the acceptable standard in Part A, compared with 82.3% in Part B. Teachers will examine the skills that need further practice.
- Students need more opportunities to connect with classroom texts and take part in mathematics discussions. In the CBE survey, 67.68% felt connected to texts and 70.16% said they shared ideas and asked questions in mathematics.

## Next Steps

- Provide targeted reading intervention based on assessment of multisyllabic word reading, fluency, and comprehension. Use approximately six-week assessment cycles to monitor progress and adjust instruction.
- Strengthen vocabulary and morphology—the study of roots, prefixes, and suffixes—across subjects. Explicitly model annotation, summarizing, and the use of text evidence to support interpretations.
- Strengthen conceptual understanding of "Number" through explicit instruction, guided practice, and connections among concrete materials, pictorial models, number lines, and symbolic representations.
- Build cumulative retrieval practice into mathematics lessons. Use collaborative whiteboard discussions and formative assessment, including exit questions, to identify misconceptions and guide reteaching or extension.

## Our Data Story:

Humanities teams supported reading through a Grades 5–9 annotation scope and sequence using Notice and Note, Socratic seminars, explicit vocabulary instruction, word walls, GIST summarizing, and morphology. Morphology instruction explored how roots, prefixes, and suffixes contribute to word meaning. Teachers used Universal Design for Learning and Understanding by Design to plan accessible learning, alongside one-point rubrics to clarify success criteria and guide feedback.



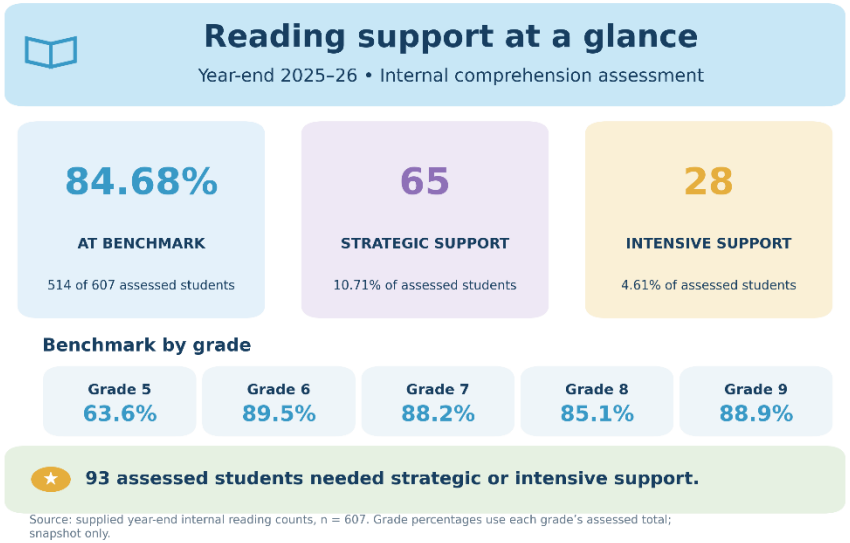

These approaches gave teachers a shared foundation for reading instruction across Grades 5–9. Annotation made students' thinking visible, while Socratic seminars created opportunities to discuss interpretations and support ideas with evidence. Vocabulary and morphology provided tools for understanding unfamiliar words. GIST analysis supported concise summaries of the most important information in a text.

Reading report cards showed more results at Indicator 4 in Grades 5–8. The picture was not the same across all levels: Grade 5's combined proportion at Indicators 3 and 4 declined slightly. These comparisons use only numbered Indicators 1–4 and are approximate because the source percentages were rounded. The comparable Grade 9 breakdown still needs checking.

Year-end comprehension assessments placed 514 of 607 students, or 84.68%, at the expected benchmark. Another 65 students needed targeted support and 28 needed intensive support. Grade 5 remained a priority for additional help. The number of students assessed changed across the year, so school totals do not show how much each individual student improved.

Grade 6 and Grade 9 reading PAT results were above Alberta's acceptable-standard results. Grade 9 also had a higher proportion reaching excellence than the province, while Grade 6 excellence was lower. In the CBE survey, 89.32% said they kept working when

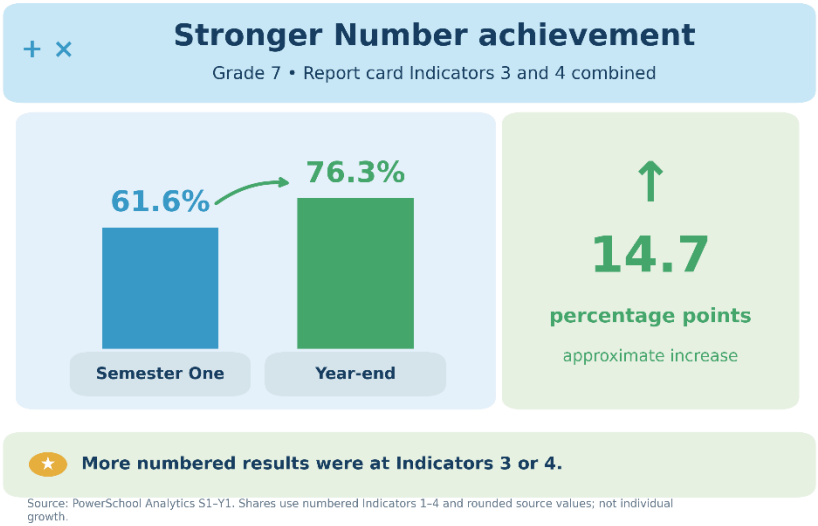
reading was challenging and 84.86% knew how to improve their understanding. The lower connection-to-text result suggests we should continue choosing texts that reflect students' interests, identities, and learning needs.




Our next phase will connect assessment more closely to instruction. Teachers will identify whether students need support with word reading, fluency, vocabulary, or comprehension, then select a focused response. Approximately six-week review cycles will help determine whether students need continued intervention, a different approach, or extension.

## Our Data Story continued

Numeracy teams used small and large whiteboards, collaborative problem solving, number talks, and low-floor, high-ceiling tasks with accessible entry points and opportunities for deeper thinking. Instruction connected concrete materials, pictorial models, and symbolic representations to develop conceptual understanding. Shared annotation symbols across humanities and mathematics supported interpretation of information. Teachers made success criteria for Indicators 2, 3, and 4 visible and used student voice to inform instruction.



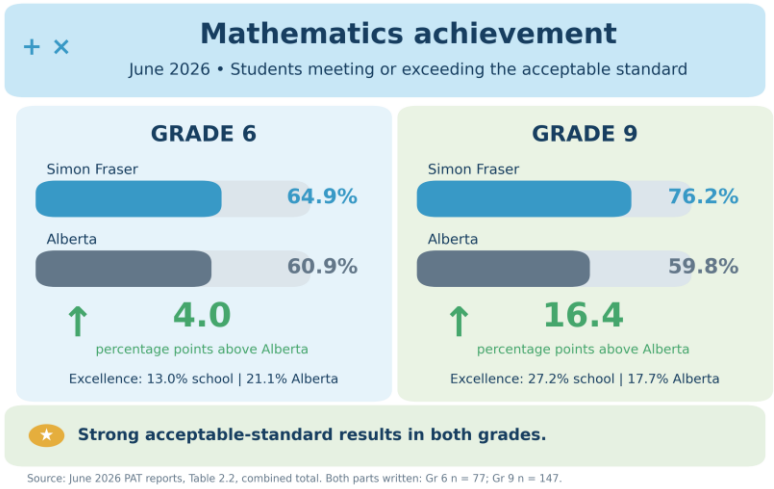

Whiteboard work created opportunities for students to make their mathematical reasoning visible and compare approaches with peers. Number talks focused attention on how students arrived at an answer. Moving between concrete materials, pictorial models, and symbols supported connections among representations. Visible success criteria helped clarify what stronger explanations and more complete understanding could look like.

Results showed strengths and continuing needs. Grade 7 Number report card results improved. In Grade 6, the proportion at Indicators 3 or 4 in Number, Patterns and Algebra decreased from about 78.3% to 73.0%. Grade 9 mathematics PAT results were above provincial results, although achievement differed between Parts A and B. Grade 6 results were also above the province at the acceptable standard, with room to help more students reach excellence.

The results also show why next steps need to be specific. Grade 9 students met the acceptable standard more often on Part B than Part A, while Grade 6 excellence remained below the provincial proportion. These patterns warrant closer review of student work and assessment items before deciding which concepts or skills require additional instruction. Grade 6 and Grade 7 report card stems differ, so their percentages should not be treated as directly comparable measures.

## Insights and Next Steps

We will strengthen explicit literacy and numeracy instruction, using formative assessment to plan targeted intervention and extension. Teachers will connect vocabulary, morphology, comprehension strategies, mathematical representations, and cumulative retrieval practice to identified learning needs. Student feedback will help refine meaningful and engaging learning experiences.




A proposed mathematics sequence begins with retrieval practice, explicit modelling, and guided practice. Students then use whiteboards to explain and compare strategies. Exit questions help teachers identify misconceptions and plan reteaching or extension. Teachers will refine this approach through assessment and collaboration.

**Goal Two: Students' experience of feeling safe and welcome at school will increase**

**Outcome One: Students' sense of belonging will improve.**

## Celebrations

- More Grades 7–9 students reported belonging at school on the Alberta Assurance Survey: agreement increased from 77% in 2025 to 82% in 2026.
- Students reported stronger peer relationships. Agreement that students care about each other rose from 65% to 78%; agreement that students respect each other rose from 66% to 79%.
- More students reported feeling safe at school, increasing from 85% to 89%. The broader Welcoming, Caring, Respectful and Safe Learning Environments measure rose from 86.6% to 91.6% and was rated Excellent.
- Students reported strong teacher support on the CBE survey: 92.29% agreed their teachers care about them and 96.61% agreed their teachers want them to succeed.

## Areas for Growth

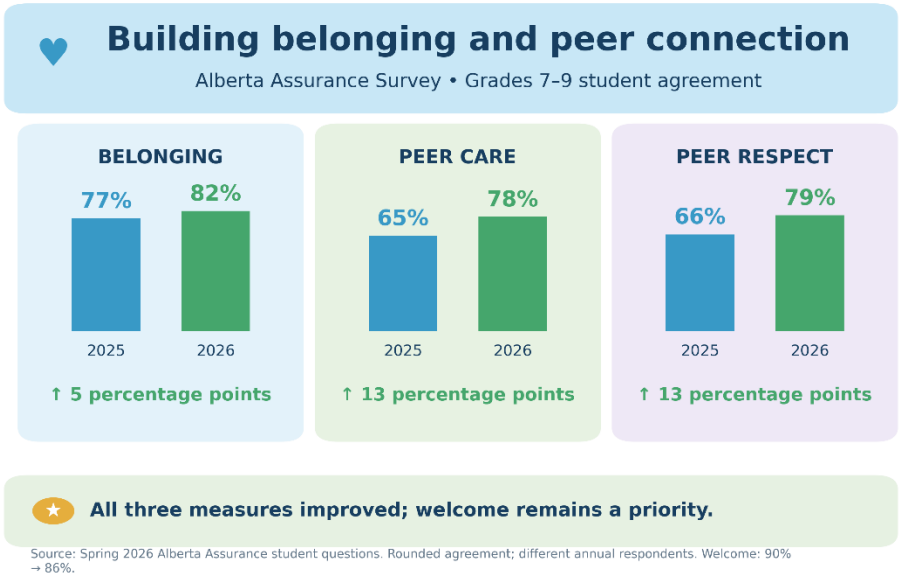
- Feeling welcome needs attention. Alberta Assurance agreement fell from 90% to 86%. On the separate CBE survey, 80.67% felt welcome and 76.85% felt included.
- Some students need a stronger personal connection with an adult. Of 426 CBE survey respondents, 141 reported no such connection. Only 57.70% agreed teachers regularly check in about their well-being.
- More students need to see their cultures represented in school. On the CBE survey, 66.74% agreed they could see their culture reflected.

## Next Steps

- Identify students who report limited adult connection and arrange a consistent staff contact, with regular check-ins and follow-up.
- Use explicit social-emotional learning in Wellness lessons and classroom routines to practise self-regulation, perspective-taking, conflict resolution, and help-seeking.
- Strengthen Dragon Houses through recurring small-group activities, consistent adult involvement, and meaningful opportunities for every student to contribute.
- Use student feedback to improve cultural representation in everyday learning. Revisit questions about welcome, inclusion, and adult connection, and share the changes made in response.

## Our Data Story:

Dragon Houses brought students together across grades. Kindness Month led into Pink Shirt Day, and My World Month included community service. Grade 8 collected snacks for Brown Bagging for Calgary Kids; Grade 9 volunteered at elementary schools; Grade 7 created positive chalk messages. Heart of the Dragon awards recognized courage, empathy, persistence, determination, and resilience. Wellness lessons addressed online behaviour, goal setting, and mental health. Students led announcements and posters about cultural and community dates.



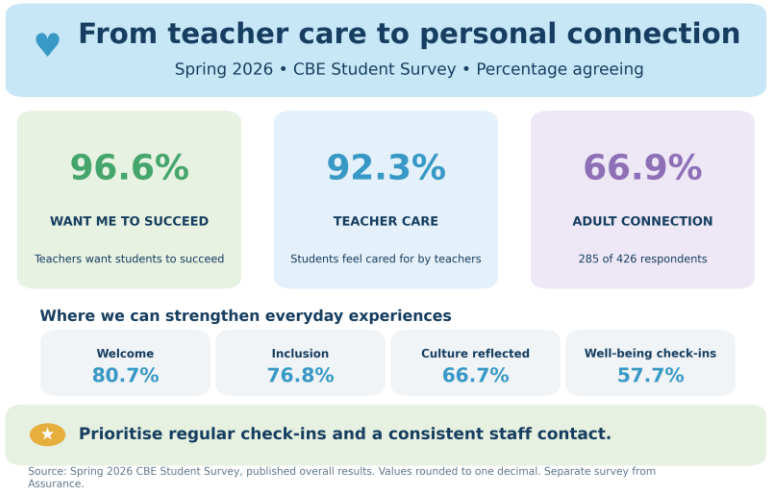

Monthly Heart of the Dragon recognition highlighted courage, empathy, persistence, determination, and resilience. Wellness lessons addressed digital citizenship, SMART goal setting, mental health, and well-being. Student-led announcements and posters recognized Black History Month, Asian History Month, International Women's Day, Earth Day, and the National Day for Truth and Reconciliation.

Alberta Assurance Survey results showed stronger belonging and peer relationships among Grades 7–9 students. Belonging increased from 77% to 82%, while agreement that students care about and respect each other increased by 13 percentage points in each case. These are comparisons between annual survey groups, rather than changes tracked for individual students.

The results also point to priorities. Feeling welcome decreased from 90% to 86%. The separate CBE survey showed strong teacher care, but some students reported limited adult connection and cultural representation. We will use student feedback to strengthen regular staff check-ins, inclusive classroom learning, and meaningful participation in Dragon Houses.

A separate September OurSCHOOL survey of 106 Grade 5 students found 86% reporting belonging and 85% feeling safe. These results provide a starting point for that group. The surveys cover different students and should be interpreted separately.

For the next phase, we will focus on the consistency of students' everyday experiences. Proposed actions include a regular staff contact for students who report limited adult connection, recurring small-group House activities with meaningful roles, and explicit practice in perspective-taking, managing disagreement, and seeking help. Student feedback will help identify whose experiences are not yet reflected in learning. Follow-up questions about welcome, inclusion, and adult connection will help us evaluate whether these changes are reaching students.



## Required Alberta Education and Childcare Assurance Measures (AECAM)
## Overall Summary - Spring 2026

Spring 2026 results are shown pending the final Fall 2026 summary.

The Alberta Education and Childcare Assurance Measure Results Report compares each current result with the school's average over the previous three years to assess improvement.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education and Childcare 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 | Simon Fraser 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 | **89.5** | 86.9 | 85.6 | **84.2** | 83.9 | 84.0 | Very High | Improved | Excellent |
| | Citizenship | **87.2** | 80.4 | 76.5 | **81.2** | 79.8 | 79.8 | Very High | Improved Significantly | Excellent |
| | 3-year High School Completion | **n/a** | n/a | n/a | **82.1** | 81.4 | 80.8 | n/a | n/a | n/a |
| | 5-year High School Completion | **n/a** | n/a | n/a | **86.7** | 87.1 | 87.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | **79.5** | 75.0 | 77.4 | **60.8** | 62.5 | 62.6 | High | Maintained | Good |
| | PAT9: Excellence | **26.9** | 20.2 | 22.7 | **15.5** | 15.6 | 15.5 | Very High | Maintained | Excellent |
| | Diploma: Acceptable | **n/a** | n/a | n/a | **80.2** | 82.0 | 81.3 | n/a | n/a | n/a |
| | Diploma: Excellence | **n/a** | n/a | n/a | **22.9** | 23.0 | 22.3 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | **88.6** | 85.3 | 85.9 | **87.8** | 87.7 | 87.8 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | **91.6** | 86.6 | 83.2 | **85.8** | 84.4 | 84.4 | Very High | Improved Significantly | Excellent |
| | Access to Supports and Services | **83.3** | 80.6 | 79.2 | **79.5** | 80.1 | 80.2 | Intermediate | Improved | Good |
| Governance | Parental Involvement | **79.8** | 83.1 | 81.2 | **79.9** | 80.0 | 79.5 | High | Maintained | Good |