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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

Bel-Aire School – CBE Home Education and Shared Responsibility

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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 2025-2026: Academic Excellence and Sense of Well-Being will Improve
Outcome One 2025-2026: Students will achieve higher levels of academic excellence and report an increased sense of well-being.

Analysis and Interpretation of 2025-2026 Data:

Numeracy: The Provincial Numeracy Assessment data from September to May 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:

1. Procedural Automaticity: The ability to recall and execute procedures or basic facts quickly and accurately without conscious effort.
2. Computational Agility: The ability to choose and flexibly use efficient strategies for computation depending on the problem

Science Literacy: Information from the Report Card Ends and the School-Wide Tracking Tool indicates improvements in:

- Division Three students' ability to communicate meaningful ideas and results derived from scientific observations and evidence. CBE Report Card Stem
- Division Two students' presenting ideas or information in a logical and clear manner and beginning to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary). - Alberta Education Outcome.
- Division One students' presenting ideas and information in a logical and clear manner, with some details. – Alberta Education Outcome

Note: Student work samples shared in Professional Learning Communities, School Development Reflection Sessions and Collaborative Response Team Meetings throughout the 2025-2026 school year, indicated gains in Numeracy and Science Literacy. These sharing opportunities also clearly identified students struggling and allowed for application of Bel-Aire School's Continuum of Supports (Universal, Targeted and Individualized).

Wellness: Data from the CBE Student Survey, the OurSchool Survey, Student Voice Conferences and Classroom Sharing Circles indicate that our transition from Windsor Park School to Bel-Aire School has been a success. Our

students, staff and families report that Bel-Aire School is a safe and caring school community that is “welcoming, inclusive, and focused on student well-being so all students can learn and thrive.”

Celebrations for 2025-2026:

- Students’ numeracy skills have improved in Procedural Fluency and Computational Agility. In September 2025, 29.9% of students achieved a 3 or 4 in the SDP Goal for numeracy and by June 2026, 55.7% of students achieved a 3 or 4 in the SDP Goal for numeracy – an improvement of 25.8%.
- Students’ ability to “communicate meaningful ideas and results derived from scientific observations” improved over the course of the 2025-2026 school year. In September 2025, 17.3% of students achieved a 3 or 4 in the SDP goal for Science Literacy and by June 2026, 53.5% of students achieved a 3 or 4 in the SDP goal for Science Literacy – an improvement of 36.2%.
- Students and families reported a smooth transition from Windsor Park School to Bel-Aire School where the CBE values of safe, welcoming and caring communities, continues to embody our new school community.
- Students feel that the values of diversity and inclusion are important and nurtured in the Shared Responsibility School Community. Our commitment to Indigenous Sharing Circles and Acknowledgement of the Land practices have become a fixed tradition and area of comfort for staff and students at Bel-Aire School.

Areas for Growth For The 2026-2027 School Year:

Numeracy: The 2023-2026 school year’s quantitative and qualitative data indicates that our students have improved in solving multi-step math problems (2023-2024), have made gains in foundational math skills (2024-2025) and are improving in Procedural Automaticity and Computational Agility (2025-2026). What continues to be a challenge and what is required for this current school year (2026-2027) is continued growth in computational agility and procedural automaticity. Students will continue to improve procedural automaticity and computational agility in foundational math skills, which should continue to 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 2023-2026 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 Goal), 2) identifying relevant information for use in scientific writing (2024-2025 Goal) and 3) communicating meaningful ideas and results from scientific observations and evidence (2025-2026 Goal). Teachers feel that continued growth is required in "Communicating meaningful ideas and results from scientific observations and evidence" for the 2026-2027 school year.

Well-Being: The 2025-2026 school qualitative and quantitative data indicates that our students continue to report that they feel their school is a safe, welcoming and caring community. Students are, however, reporting higher levels of struggle in the area of, "Self-Regulation." We will work on more direct teaching and learning in Social and Emotional Learning (SEL) and its Core Components: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills and Social Awareness.

Truth and Reconciliation, Diversity and Inclusion: The 2023-2026 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. Specifically, our students, staff and families would like opportunities to learn from Indigenous Elders and Knowledge Keepers and participate in learning that reflects Indigenous Land-Based and Place-Based Learning.

Next Steps For 2026-2027:

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 efficiency
- Provide spiraled review so that mastered facts remain fluent over time
- Increase the use of kinesthetic activities, manipulatives and visual models

Science Literacy:

- Provide daily review and practice on disciplinary specific writing in science.
- Continued use of "scaffolds" to assist students in step-by-step writing practice in science.
- Continued use of collaborative rubrics to build student knowledge and confidence in scientific writing

Well-Being:

- Schoolwide Implementation of CASEL Schoolwide Guide SEL
- Creation of Movement Pathways in the hallways of Bel-Aire School
- Continued advancement of the Student Well-Being Space

Truth and Reconciliation, Diversity and Inclusion:

- **Spirit-To Be**: Learn and work with Indigenous Elders and Knowledge Keepers to deepen Indigenous students' relationships to language, culture, community and learning through songs, stories and ceremonies shared according to local protocols (TRC Calls to Action 62.1, 62.3, 63.1, 63.2)
- **Body-To Do**: Actively create opportunities for students, staff and families to learn about and engage in Indigenous land-based and place-based learning (TRC Calls to Action 62.2)
- Schoolwide Implementation of CASEL SEL
- Continued development and practice of Indigenous Sharing Circles

Our Data Story (The information from previous years that led us to our 2025-2026 goals):

Numeracy Goals: We used the 2024-2025 provincial numeracy assessments; report card stems and the Goal Specific School-Wide Tracking Tool which indicated that 2025-2026's Need for Improvement in Numeracy would be:

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 Goals: We used the 2024-2025 CBE Report Card Stems and the Goal Specific School-Wide Tracking Tool which indicated that 2025-2026's Need for Improvement in Science Literacy would be:

A. Division One: "I present ideas and information in a logical and clear manner, with some details." Alberta Education Curriculum

B. Division Two: “I present ideas and information in a logical and clear manner and begin to use effects to enhance communication (tone, figurative language, bolding, accurate and descriptive vocabulary).” Alberta Education Curriculum
C. Division Three: “Students will develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence.” CBE Report Card Stem

Well-Being Goals: We used the 2023-2025 OurSchool Survey, the CBE Student Survey, School Council Conversations, Student Voice Conferences and Classroom Sharing Circles which indicated that the 2025-2026 Needs For Improvement in Well-Being would be: Creating a smooth transition from Windsor Park School to Bel-Aire school prioritizing student voice, CBE Homeschool values and traditions and community connection.

Truth and Reconciliation, Diversity and Inclusion Goals: We used the 2023-2025 OurSchool Survey, the CBE Student Survey, School Council Conversations, Student Voice Conferences and Classroom Sharing Circles which indicated that the 2025-2026 Needs For Improvement in Truth and Reconciliation, Diversity and Inclusion Goals would be: Establishing Indigenous Sharing Circles and The Acknowledgement of the Land as established and recognized practices. Teacher task-design and assessments consider all learners and allow for accessibility.

Professional Learning from 2025-2026:

- System Professional Learning – Math/Science - https://insite.cbe.ab.ca/teaching/core-curriculum/Pages/default.aspx
  - **https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/professional-learning.aspx**
  - **https://insite.cbe.ab.ca/teaching/core-curriculum/science/Pages/default.aspx**

- CBE Early Years Literacy & Numeracy Intervention Initiative - https://insite.cbe.ab.ca/teaching/student-supports/early-childhood-services/Pages/early-years-assessment-initiative.aspx

- Social Emotional Learning CBE Professional Development - https://insite.cbe.ab.ca/health-security/student-safety-health-wellness/Pages/default.aspx

- CBE Indigenous Education Professional Development - https://insite.cbe.ab.ca/teaching/student-supports/indigenous-education/Pages/default.aspx

- Professional Learning Communities, Collaborative Response Meetings and Staff Meetings at Bel-Aire School

Structures and Processes from 2025-2026:

- Professional Learning Focus On: 1) designing scaffolded tasks to increase student skills; 2) Designing Computational Agility Assessments
- Common Assessments
- Collaborative Response structures and processes used to increase student engagement (Current Themes are: increased duration of student focus and concentration, supporting productive struggle, comfort with taking risks).
- Random Groupings of students
- Positive Classroom Norms
- Access to Tools and Manipulatives
- Integration of The Walk-Around-Tool, Circle Talks and Personalized Land Acknowledgements (Staff and Students)

Resources from 2025-2026:

- MathUP
- “Mathematics Tasks for the Thinking Classroom” – 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 Science Resources – https://curriculum.learnalberta.ca/resources/en/collection?collectionId=gttWNhT3uEiG3xSdfwn9YQ
- Alberta Education Math Resources - https://curriculum.learnalberta.ca/resources/en/home
- CBE K-12 Mathematics Framework - https://insite.cbe.ab.ca/teaching/core-curriculum/mathematics/Pages/default.aspx

- 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
- Hiroko Warshauer's Strategies to Support Productive Struggle - https://www.jstor.org/stable/10.5951/mathteacmiddscho.20.7.0390
- The Walk-Around-Tool - https://education.alberta.ca/media/3114867/the-walk-around-school-leader-revised.pdf
- *SEL From the Start* by Sara E. Rimm-Kaufman
- *Sitting Still Like a Frog* by Eline Snel
- *Braiding Sweet Grass for Young Adults* by Robin Wall Kimmerer

Learning Excellence Actions (Instructional Strategies) from 2025-2026:

- Collaborative creation of outcome-aligned math assessments focused on procedural automaticity with staff.
- Incorporate use of multiple modalities to solve tasks.
- Established success criteria for writing in science.

Well-Being Actions from 2025-2026:

- Create a culture within our new school and neighbourhood that values community.
- 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 from 2025-2026:

- Teachers design tasks and assessments that are inclusive and accessible to all learners
- Using the Indigenous Sharing Circle and Land Acknowledgements to highlight the importance of respect for the thought, stories, and individual histories of all people.

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	At-Risk Post-Test May 2025
1-3	19 Students	15 Students

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 1-6 – Understands and applies concepts related to number and patterns (and algebra). Grade 7-9 – Develops number sense and applies strategies for computation and estimation.	Grade 1-6 – Understands and applies concepts related to number and patterns (and algebra). Grade 7-9 – Develops number sense and applies strategies for computation and estimation.	
1-6	117/185	119/185	+
7-9	84/95	82/95	-

Goal Specific School-Wide Tracking Tool:

Students completed assessments weekly aimed at increasing students' flexibility and efficiency in solving math problems. These assessments gave teachers and students a routine check-in on whether computational agility and procedural automaticity skills were improving. This data was entered into the Goal Specific School-Wide Tracking Tool.

Math 2025 -2026 Reporting

Grade	Autumn reporting of Alberta Education Curricular Outcome Students will solve math problems demonstrating computational agility and procedural automaticity. Div One: I identify tasks that involve numeracy and determine which information may be used to complete a task. Div Two: I interpret, compare, and use quantities expressed as natural numbers, percentages, fractions, and decimal numbers that are commonly used in real-life situations. Div Three: Students will demonstrate fluency with mental mathematics % of students who demonstrated understanding of the concept at a 2, 3 or 4	Winter reporting of Alberta Education Curricular Outcome Students will solve math problems demonstrating procedural automaticity and computational agility. Div One: I identify tasks that involve numeracy and determine which information may be used to complete a task. Div Two: I interpret, compare, and use quantities expressed as natural numbers, percentages, fractions, and decimal numbers that are commonly used in real-life situations. Div Three: Students will demonstrate fluency with mental mathematics % of students who demonstrated understanding of the concept at a 2, 3 or 4	Spring reporting of Alberta Education Curricular Outcome Students will solve math problems demonstrating procedural automaticity and computational agility. Div One: I identify tasks that involve numeracy and determine which information may be used to complete a task. Div Two: I interpret, compare, and use quantities expressed as natural numbers, percentages, fractions, and decimal numbers that are commonly used in real-life situations. Div Three: Students will demonstrate fluency with mental mathematics % of students who demonstrated understanding of the concept at a 2, 3 or 4	Growth Analysis
1	32%	46%	81%	+
2	49%	63%	81%	+
3	53%	81%	94%	+

4	44%	50%	80%	+
5	70%	75%	79%	+
6	73%	86%	78%	+ & -
7	70%	88%	73%	+ & -
8	80%	97%	100%	+
9	91%	100%	100%	+

Student Exit Slip Data: Students completed Exit Slips throughout the year to allow teachers to check for understanding and student reported 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 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
Science 2025 26 reporting

Grade	**Autumn reporting of Alberta Education Curricular Outcome**	**Winter reporting of Alberta Education Curricular Outcome**	**Spring reporting of Alberta Education Curricular Outcome**
	Div One: I present ideas or information in a logical and clear manner with some details. Div Two: I present ideas and information in a logical and clear manner and begin to use effects to enhance communication (tone, figurative language, bolding, accurate and descriptive vocabulary).	Div One: I present ideas or information in a logical and clear manner with some details. Div Two: I present ideas and information in a logical and clear manner and begin to use effects to enhance communication (tone, figurative language, bolding, accurate and descriptive vocabulary).	Div One: I present ideas or information in a logical and clear manner with some details. Div Two: I present ideas and information in a logical and clear manner and begin to use effects to enhance communication (tone, figurative language, bolding, accurate and descriptive vocabulary).

	Div Three: Students will develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence. % of students who demonstrated understanding of the concept at a 2, 3 or 4	Div Three: Students will develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence. % of students who demonstrated understanding of the concept at a 2, 3 or 4	Div Three: Students will develop the skills needed to communicate meaningful ideas and results derived from scientific observations and evidence. % of students who demonstrated understanding of the concept at a 2, 3 or 4
1	29%	41%	79%
2	68%	69%	83%
3	43%	74%	100%
4	31%	76%	86%
5	47%	96%	96%
6	66%	90%	93%
7	80%	96%	89%
8	53%	84%	87%
9	69%	71%	91%

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.

Well-Being:

OurSchool Survey Results 2023-2026 – 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	78%	70%	79.5%	70%	83%	70%

valued by their peers and others at school						
Percentage of students who report positive relationships at school	76.5%	78%	81.5%	78%	84%	78%
Percentage of students who feel safe at school	80.5%	62%	83.5%	62%	83%	62%

Area for Improvement: A new area to consider for the 2026-2027 School Year - 67% of students reported Positive Self-Regulation with the Canadian Average being 67%.

CBE Student Surveys 2024 and 2025 – March Surveys

	2024 Survey	2025 Survey	2026 Survey
"I feel included at school."	82.3%	86%	88%
"I feel welcome at school"	85.3%	90%	93%
"My teachers want me to be successful."	98.7%	100%	99%
"My teachers care about me."	98.6%	99.3%	99%
"There is at least one adult at school who I really connect with."	Question was not asked in 2024	100%	82% - Area for Improvement!

Truth and Reconciliation, Diversity and Inclusion:

CBE Student Surveys 2024 and 2025 – March Surveys

	2024 Survey	2025 Survey	2026 Survey
"When racism and or discrimination occur at my school, my school takes steps to address it."	94.5%	94.9%	96%

“I’m an ally to people who look, behave, speak and/or identify differently than me.”	97%	93.6%	Question was not asked in 2026.
“At my school I learn about Indigenous ways of knowing, being, doing and belonging.”	83.8%	84%	86%

Note: A new area to consider for the 2026-2027 school year is 45% of students reported that they get to learn from Indigenous Elders and Knowledge Keepers.

Analysis and Interpretation:

Numeracy: The Provincial Numeracy Early Years 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 an increase in students’ Computational Agility and Procedural Automaticity.

Literacy in Science: Information from the Report Card Ends and School -Wide Tracking Tool indicates improvements in:

- Division Three students’ ability to communicate meaningful ideas and results derived from scientific observations and evidence. CBE Report Card Stem
- Division Two students’ presenting ideas or information in a logical and clear manner and beginning to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary). - Alberta Education Outcome.
- Division One students’ presenting ideas and information in a logical and clear manner, with some details. – Alberta Education Outcome

Note: Student work samples shared in the Fall, Winter and Spring also showed gains in students’ ability to communicate meaningful ideas and results derived from scientific observations and evidence.

Well-Being: Data from the CBE Student Survey and the OurSchool Survey for 2025 indicates that students in the CBE Shared Responsibility Program feel connected to their new school in Bel-Aire 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, grateful for a school where all of the kids are homeschooled and the opportunities like clubs and sports teams that exist in the Shared Responsibility Program. Some students wish there was a longer lunch hour, that phones were allowed in school and that

there was a bigger gymnasium. Most students reported that nothing would make the program better; they love the teachers, their friends and the programming provided.

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 and that they would like to learn from Indigenous Elders and knowledge Keepers. Students are thrilled when staff task-design for Indigenous Place-Based and Land-Based Learning.