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Calgary Board of Education

Hawkwood School
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School Improvement Results Reporting | For the 2025-26 School Year

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

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 foundational skills in literacy and math will improve

Outcome One: Students will improve in phonological awareness and decoding
Outcome Two: Students' fluency in mathematics will improve through a focus on conceptual understanding

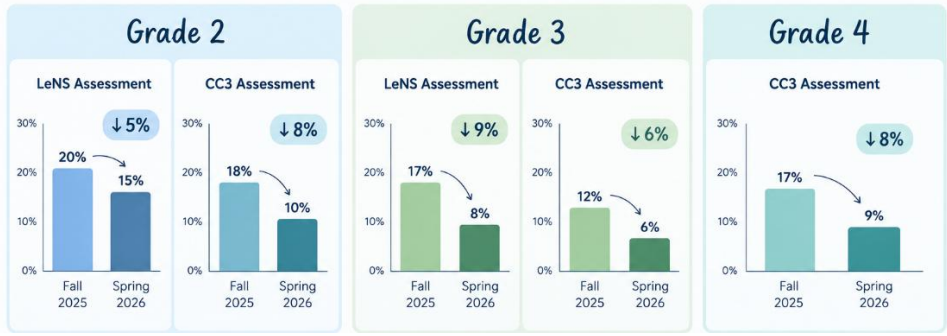
Our Data Story

Hawkwood School's 2025-2026 School Development Plan (SDP) was in it's second year of its goal to increase foundational skills in literacy and mathematics. Historical data showed more consistent growth in literacy skills and slightly less improvement in numeracy. Feedback from teaching teams collected through the Collaborative Response Model indicated that the Tier 1 supports available on each grade level team and in individual classroom varied greatly.

Throughout the school year during collaborative staff sessions, we established common continuums of support in the areas of Literacy, Numeracy and Wellness. This enabled our teachers to provide consistent opportunities for students to be successful in class, based on their learner profile, every day.

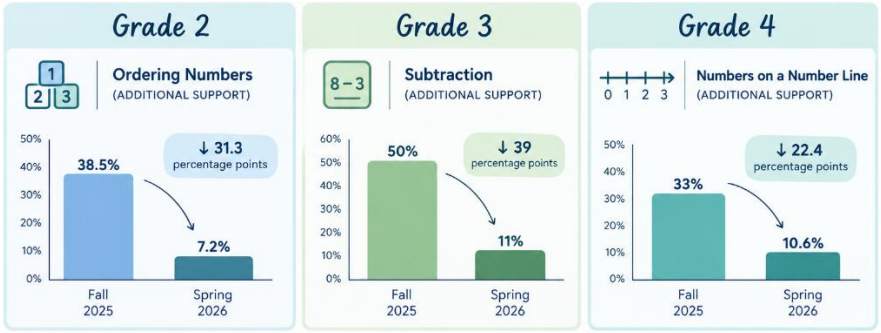
Last year, we continued to focus on the use of University of Florida Literacy Institute (UFLI) early literacy program in grades 1 – 3. This enabled us to maintain growth in this area and have positive impact with students who required additional support (RAS) by decreasing their number by an average of 7.2% over three grade levels.

	Fall 2025	Spring 2026	Decrease
Grade 2			
LeNS	20% RAS	15% RAS	5%
CC3	18% RAS	10% RAS	8%
Grade 3			
LeNS	17% RAS	8% RAS	9%
CC3	12% RAS	6% RAS	6%
Grade 4			
CC3	17% RAS	9% RAS	8%



We understand that when students feel confident, connected and supported at school, they will learn better. Tracking this student perception data by using the CBE Student Survey is a good way to see how our students are feeling. While the levels of Connectedness and Belonging, as well as Diversity and Inclusion remained consistent and 77% and 68% respectively, the level of Self-Regulation increased from 70% to 71%, and the level of Resiliency increased from 75% to 82%.

Despite the development of the Continuum of Supports for Numeracy and professional learning in teaching number sense, we are still seeing some students struggle in numeracy relative to how well they are doing in literacy. However, like in Literacy, we were able to make significant positive impact for students requiring additional support (RAS) by decreasing their number by an average of 30.9% over three grade levels.



Insights and Next Steps

We have a culturally diverse school with over 40 birth countries represented by our students, and 36% of our student population are English as Additional Language (EAL) learners. Examining multiple data sources for both numeracy and literacy, we see that this group of diverse learners is performing consistently lower than our overall student population. This has led us to examine our task design and assessment strategies at each grade level. Ensuring that these learners, as well as other learners with special learning codes, have opportunities to access learning tasks and curricular outcomes at their level. Our Literacy and Complex Needs Learning Leaders will be working alongside our grade level teams to facilitate a more differentiated approach to task design and assessment.

In numeracy, we are seeing more students struggle relative to their performance in literacy. This is consistent across most grade levels. In response, we have assigned our new Classroom Complexity Teacher to support our teachers and students in numeracy. This teacher will also work alongside our grade level teams and in our classrooms developing and delivering task design and assessment strategies to better meet the needs of our students.

In the interest of further developing our school community and boosting feelings of resiliency and connectedness amongst our students, we have developed a Hawkwood Family Nests programs. Two to three Fridays per month, students will gather with the same staff member in groups of 18-20. In these groups, they will work on activities related to wellness, collaboration and community building, including Indigenous Ways of Knowing. The family nests will contain all siblings from school families and stay consistent from year to year.



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

The Alberta Education and Childcare 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 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

Measure	Hawkwood 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
Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**54.4**	54.5	53.6	n/a	n/a	n/a
Drop Out Rate	**n/a**	n/a	n/a	**2.4**	2.4	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	**66.3**	68.8	63.8	**81.0**	81.7	81.7	Very Low	Maintained	Concern
Lifelong Learning	**60.3**	72.6	69.6	**81.2**	80.8	80.4	Very Low	Maintained	Concern
Program of Studies	**80.1**	85.0	79.5	**83.4**	83.0	82.9	High	Maintained	Good
Program of Studies - At Risk Students	**68.2**	61.8	61.3	**80.2**	80.5	80.8	Very Low	Improved	Issue
Rutherford Scholarship Eligibility Rate	**n/a**	n/a	n/a	**68.8**	69.4	70.7	n/a	n/a	n/a
Safe and Caring	**86.8**	85.2	84.0	**88.3**	87.3	87.3	High	Maintained	Good
Satisfaction with Program Access	**62.1**	53.6	51.8	**71.8**	72.1	72.3	Very Low	Improved	Issue
School Improvement	**63.7**	68.5	66.7	**76.3**	76.6	75.9	Very Low	Maintained	Concern
Transition Rate (6 yr)	**n/a**	n/a	n/a	**61.0**	59.9	59.9	n/a	n/a	n/a
Work Preparation	**75.2**	79.3	79.9	**84.2**	83.7	83.2	Intermediate	Maintained	Acceptable