



## Dr. Freda Miller 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.

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### 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

## Goal One: Student achievement in numeracy will improve

**Outcome One:** Through the intentional design of *the* learning environment, students will improve in numeracy and well-being

**Outcome Two:** Teachers will improve their understanding and use of formative assessment in mathematics.

### Celebrations

- An increase in students achieving a 3 or 4 indicator on their report card from January to June.
- A strong sense of purpose and enjoyment among our students.
- 100% of our students in the Assurance survey recognize that it is their responsibility to help develop respect and understanding between Indigenous peoples and other Canadians. Additionally, 100% of our students feel their school makes an effort to prevent and reduce bullying.

### Areas for Growth

- Building students' numeracy fluency through intentionally teaching of strategies, math talks, formative assessments and building efficiency, flexibility with number and accuracy.
- Improving student ability to explain their mathematical thinking and strategies used through increase in math talks.
- Improve students' ability to manage stress, be resilient and work through feelings of anxiety. Coupled in with this would be to support students with managing their screen time.

### Next Steps

- 6-week numeracy assessment cycles supported by our Collaborative Response work and PLCs with a specific target to track incremental student progress.
- Using manipulatives, visual models, and open-ended tasks to build conceptual understanding.
- Focused book study, Figuring out Fluency in Mathematics integrated into our PLC work

### Our Data Story:

When developing the first year of our three-year SDP, staff indicated next steps are to support rich task design by building a shared understanding of research-based practice to support conceptual understanding of numbers. A focus on using effective questions and formative assessment practices to support achievement in numeracy. Looking for opportunities to integrate a sense of well-being in mathematics and continue to collect student perception data on “What makes math tricky?”

Additionally, utilizing the Connecting to Spirit model to focus on belonging, problem solving and using common language while leveraging strong relationships and a culture of care to support students in making healthy choices. Continuing to use the natural environment to embed learning outcomes to support students in making connections to the land, the history, and the stories of this place. As a community, we will continue to build a sense of belonging and connection.

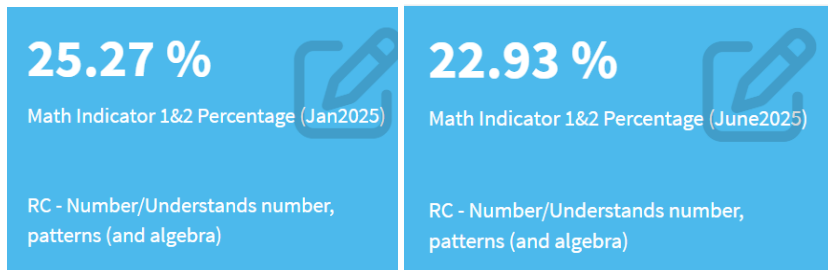
Our key goal was to improve student achievement in numeracy, focusing on the intentional design of the learning environment and a focus on formative assessment. Additionally, embedded into the school development plan was to activate students as owners of their learning, and to use questioning strategies to enhance understanding.

### Mathematics Data

When looking at our numeracy assessment data from the Alberta Education Numeracy Assessments, it is clear that our students who are requiring support are not yet making the gains needed to reach grade level expectations. This is indicated in the students shown in the “Post 2025” sample as we only retest students who are requiring support. Understandably, this is hard to do within the year and therefore, this supports our continued key goal of student achievement in numeracy. We have also strategically lowered class sizes in our grade two population to provide more manageable support for these at-risk learners.

	Nov-24	NRAS (%)	RAS (%)		Jan-25	NRAS (%)	RAS (%)		Post 2025	NRAS (%)	RAS (%)
Grade One		73.13	26.87	Grade One	71.64	28.36	Grade One		26.09	73.91	
Grade Two		70.45	28.41	Grade Two	75.29	24.71	Grade Two		30	65	
Grade Three		80.81	17.17	Grade Three	68.37	31.63	Grade Three		35.48	64.52	

Our report card stem data for Number – Understands number, patterns and (algebra) shows a slight increase of overall improvement in indicator 1 and 2, from January to June of 2.34%.

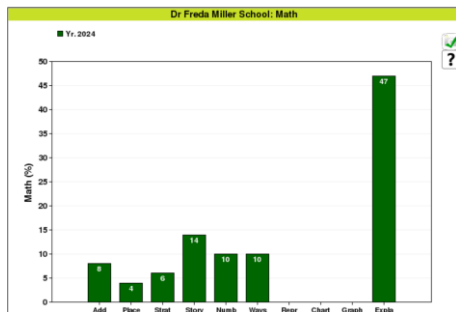


Updated November 28, 2025

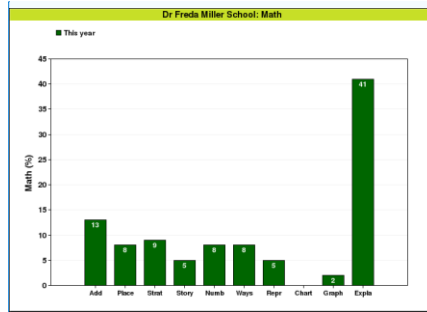
### Math Student Perception Data

Our on-going question for students' perception in mathematics is, "What makes math tricky?". It allows students to identify where they feel they are struggling. For both last year and this year, students identified explaining their math thinking as being the most challenging. We are pleased to see an improvement of 6% from 47% to 41%. Further, there has been an increase in students' perception of addition being tricky indicating there is still work to be done.

2024



2025

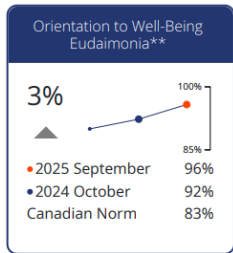


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### Well-Being

#### CBE Student Survey – Grade 4

In all 15 Social-Emotional Outcomes within the CBE Student Survey, our grade 4 students showed stronger results than the Canadian average. Most notably, 96% of students at Dr. Freda Miller School had a sense of purpose, compared to the Canadian average of 83%.



Goal orientation, self-regulation and cultural awareness all remained steady with general health and life satisfaction both increasing slightly.

The one area for concern is the increase in students feeling anxious where our school went from 18% to 37%, with the Canadian average being 25%. This will become some of our focused work to build resiliency and strategies for managing stress.

Updated November 28, 2025

## 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

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### Fall 2025 Required Alberta Education and Childcare Assurance Measures – Overall Summary

Assurance Domain	Measure	Dr. Freda Miller 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	87.8	89.2	89.5	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	84.4	85.3	88.4	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	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a

Updated November 28, 2025

	School Completion									
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.2	91.4	93.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	91.8	93.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	78.9	78.2	80.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	76.6	75.7	76.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable