

Dr. Freda Miller School

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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

CBE 2024-27 Education Plan



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

School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. 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 a school annual results report. This report demonstrates improvement results and next steps and 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).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

[School Improvement Results Reporting | 2024-2025 School Year](#)





School Development Plan – Year 2 of 3

School Goal

Student achievement in numeracy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Outcome:

Teachers will improve their understanding and use of formative assessment in mathematics.

Outcome Measures

Report Card indicators

Understands and applies concepts related to number, patterns and algebra.

CBE Surveys

- OurSchool Survey Multiple Choice Question: What makes math tricky for you?
- CBE Survey:
 - 1) There is at least one adult who I really connect with.
 - 2) At my school I get to learn from Indigenous Elders and Knowledge Keepers,
 - 3) I have strategies to help myself that I use if I feel stressed at school,
 - 4) When racism or discrimination occur at my school, my school takes steps to address it.

Provincial Assessments

Numeracy Screening Assessment

Data for Monitoring Progress

Internal tracking

- Collaborative Response
- Class Academic Profiles
- Internal common assessments
- English as an Additional Language Benchmarking Proficiency Scale

Formative progress

- Professional Learning Communities
- Teacher use of pre-post assessments
- Literacy/Numeracy Tracking Spreadsheet

Perception data

- CBE Student Survey asking students “What makes math tricky?”

Learning Excellence Actions

- Connect conceptual understanding to procedural fluency.
- Math Talks
- Explicit teaching of fluency strategies.
- - Use formative assessment to monitor progress towards learning goals

Well-Being Actions

- Activate students as owners of their own learning.
- Provide feedback that moves learners forward.
- Provide students opportunities to demonstrate knowledge in a variety of modes.
- Create a culture that values the thinking process and

Truth & Reconciliation, Diversity and Inclusion Actions

- Use scaffolded learning intentions (i.e., learners may have different learning goals).
- Consider language learning needs when writing learning intentions.
- Acknowledge different ways of knowing and doing mathematics.
- Use the natural environment (Fish Creek Provincial Park





- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy).

strategies over speed and algorithms.

and the Storm Pond) to make connections to mathematics.

Professional Learning

- System Professional Learning: K-5 learning to support numeracy instruction
- Watch and discuss Graham Fletcher's numeracy progressions

Structures and Processes

- Professional Learning Communities
- Collaborative Response
- Calibration with colleagues
- Formative Assessments (e.g., checklists, self-reflection, peer feedback)
- Book / Article Studies

Resources

- CBE K-12 Mathematics Framework
- Assessment and Reporting & Practices and Procedures in CBE
- CBE Student Well-Being Framework & CBE Indigenous Education Holistic Lifelong Learning Framework
- Figuring out Fluency in Mathematics Teaching and Learning by Bay-Williams and Giovanni
- Daily Math Thinking Routines and Actions by Newton

School Development Plan – Data Story

2024-25 SDP 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.



