

## 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.

#### 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

2025 SDP GOAL ONE: Students achievement in mathematics will improve.

**Outcome one:** Students will use explicitly taught discourse strategies to communicate their mathematical understanding

### Celebrations

- 43% fewer students identified as Requiring Additional Support on the 2025 September Early Learning Numeracy Assessment
- Increase in the number of students who demonstrated a good understanding of grade-level number concepts
- 80% of students responded that they enjoy learning math on the Alberta Education Assurance Survey

### Areas for Growth

- Improve student understanding of mathematical concepts, procedures, problem-solving strategies, representations, and reasoning
- Increase student engagement and active involvement in their own learning
- Use of formative assessment data to plan for questioning that is responsive to student strategies, representations, and misconceptions
- Teacher survey identified the need for professional learning to develop and refine calibrated assessment measures that can be used to effectively assess student achievement in math and to help plan next steps in learning

### Next Steps

- Use of ongoing Professional Learning Communities to refine instructional practices that facilitate meaningful mathematical discourse through responsive learning cycles
- Ongoing calibration of school-wide formative and summative assessment to provide actionable data for task design and planning
- Design meaningful tasks that explicitly teach and encourage thinking, reasoning, and problem-solving strategies

### Our Data Story:

Chief Justice Milvain School serves a school community of 585 students. Our school is home to a Traditional Learning Centre (TLC) program with 375 students drawn from the communities of Whitehorn, Coral Springs, and Taradale. Chief Justice Milvain School also offers a regular program for students living in Coral Springs and Whitehorn. Currently 75 percent of students attending our school are identified as English as an Additional Language Learners representing more than 36 different languages. Eleven of our students self-identify as Indigenous learners.

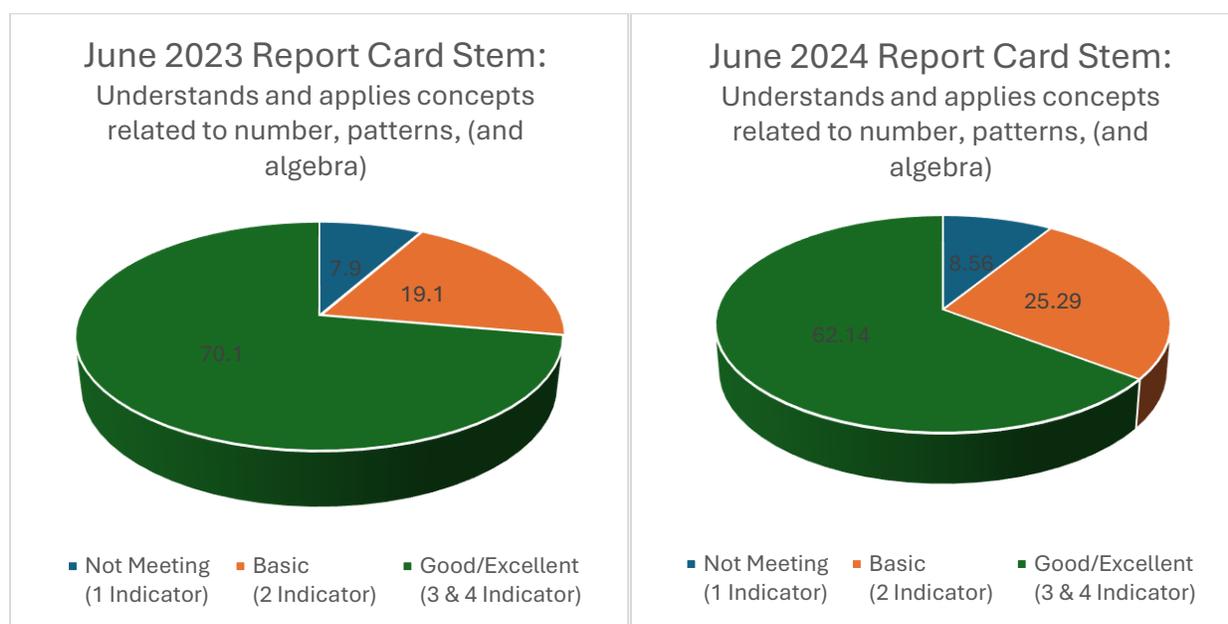
At the start of the 2024/25 school year, staff reviewed academic data from provincial assessments, report cards, and classroom evaluations, along with survey feedback from

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parents, teachers, and students. This process helped identify strengths and areas for growth in Literacy, Mathematics, and Student Wellness, guiding reflection on past professional learning and planning next steps to support student success.

Teachers observed steady progress in student reading, a focus of professional learning over the past two years. Growth was evident in the Words Their Way Spelling Inventory, ELL Benchmarks, and in fewer students requiring extra support on provincial Early Learning Assessments—outcomes directly connected to strategies developed through ongoing professional learning.

While reviewing data, teachers identified a decline in mathematics achievement between June 2023 and June 2024, with more students receiving an indicator of “2” (basic understanding) on the report card stem: “Understands and applies concepts related to number, patterns, (and algebra)”. Classroom assessments confirmed that although students perform well in computation, they struggle with problem-solving, estimation, and using math vocabulary to explain their thinking. This gap between procedural skills and conceptual understanding highlighted the need to deepen students’ grasp of number concepts.



Students express mathematical understanding in various ways—through building, drawing, speaking, and writing. Teachers found that assessments relying solely on written work limited their ability to fully gauge student thinking. Some students could explain ideas verbally but struggled in writing, while computational work often failed to reveal underlying misconceptions. To address this, teachers focused on helping students articulate their mathematical thinking to deepen understanding, clarify reasoning, and make informed problem-solving decisions.

To help students communicate their mathematical thinking, teachers identified the need for consistent, school-wide discourse strategies and routines. Shared vocabulary and predictable

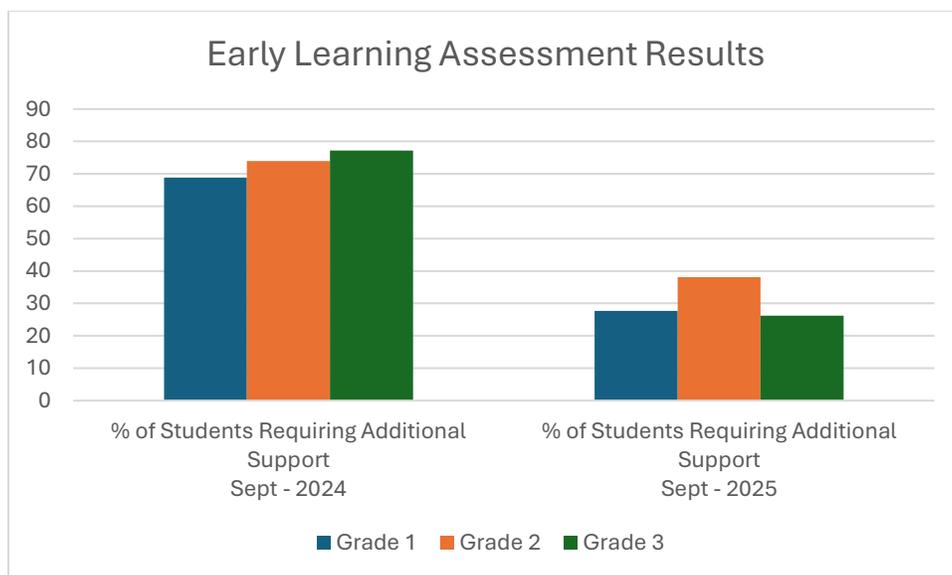
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structures help students focus on learning by creating a comfortable and familiar environment. After reflecting on teaching practices and reviewing resources, staff adopted whole-school instructional routines from *High Yield Math Routines* (McCoy, Barnett, & Combs, 2013). These strategies align with the CBE Mathematics Framework and complement existing literacy and cooperative learning practices developed through past school improvement efforts.

To strengthen mathematical discourse, teachers formed working groups to design tasks, teach strategies, and assess their impact. Each group selected a strategy tied to a specific concept and created criteria to evaluate and refine teaching practices. Once implemented, teachers integrated the strategy into daily math discussions, focusing on posing meaningful questions, modeling reasoning, and assessing both student and teacher thinking during conversations. Throughout the year, teachers met in working groups to review student work and reflect on progress. These collaborative discussions helped identify ways to improve teaching practices, including questioning techniques, lesson pacing, vocabulary instruction, use of background knowledge, concept review, timing of new content, and guiding students in identifying their next learning steps.

These inquiry cycles helped build teaching expertise and deepen students' understanding of mathematical concepts. Student work showed increased use of sentence frames like "I think \_\_\_\_\_, because \_\_\_\_\_" and "I agree/disagree with [student name] because \_\_\_\_\_," supporting the use of mathematical vocabulary. Students also improved their listening skills, learning to build on peers' ideas rather than simply answering the teacher. Both teachers and students noted a more positive view of math, with students becoming more receptive to feedback and more willing to revise their work.

Teachers reported increased student engagement in mathematics, supported by Alberta Education Assurance Survey results showing 80% of students enjoy learning math. Early Learning Assessments from September 2025 also show a notable decrease in the percentage of students requiring additional support compared to the previous year.



Teachers identified High Yield Math Routines as a key strategy for ongoing school improvement. Professional learning will continue to focus on strengthening this practice to support student learning. In a survey of teachers completed in September 2025, 80% of teachers identified Teaching Quality Standard (TQS) Competency #3(c) - Demonstrating a Professional Body of Evidence – applying student assessment and evaluation practices – as a priority for professional learning this year. Evidence from mathematical discourse will guide assessment and task design, helping students apply their thinking more independently to complex problems. Teachers also plan to adapt familiar questioning routines from math to encourage student discourse across other subjects.

## Required Alberta Education Assurance Measures (AE) 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

Assurance Domain	Measure	Chief Justice Milvain 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	91.1	86.9	88.1	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	86.6	88.7	87.2	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 School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	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	93.1	91.9	90.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	91.9	89.1	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	80.7	87.0	86.1	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	80.3	83.6	79.0	80.0	79.5	79.1	High	Maintained	Good