



## Alex Munro 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.

### 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:** Student achievement in literacy and mathematics will improve.

**Outcome:** Students' procedural fluency will improve as teachers learn and apply teaching practices that build conceptual understanding.

#### Celebrations

- Student confidence and interest in mathematics problem solving increased
- Overall student engagement in all learning tasks increased
- Students in K-3 at risk in numeracy understanding decreased
- Student sense of belonging at school increased
- High educational quality identified by teachers, parents, and students

#### Areas for Growth

- Overall achievement in mathematics
- Increase student achievement in literacy, specifically targeted to writing improvement
- Build confidence, engagement, and self-regulation in writing
- Continue to build inclusive and equitable learning environments

#### Next Steps

- Continue to focus on building procedural fluency through conceptual understanding in mathematic practices
- Provide opportunities for students to increase self-regulation, self-confidence, and self-assessment in writing
- Increase engagement, choice, and voice by providing culturally diverse texts that offer mirrors and windows to students' own and others' identity and experiences
- Through professional learning, strengthen teacher understanding and implementation of the gradual release of responsibility when approaching writing tasks with students.

## Our Data Story:

We used the following data sources to measure the SDP outcome of *Students' procedural fluency will improve as teachers learn and apply teaching practices that build conceptual understanding*.

- Provincial Numeracy Assessment: Gr. K-3: Nov 2024 (baseline) and June 2025
- Report Card Data – Number & Patterns Stem: Jan 2025 (baseline) and June 2025
- CBE Student Survey: Spring 2024 (baseline) and Spring 2025
- OurSCHOOL Survey: Oct 2024 (baseline) and Oct 2025

Detailed data from these sources are as follows:

### **The Provincial Numeracy Assessment: Gr. K-3**

Numeracy Screener - Students identified at risk		
	Nov 2024	June 2025
Grade 1	52.5%	50%
Grade 2	33.33%	22.2%
Grade 3	25%	18.75%
Total	36.1%	29.3%

*A decrease of 6.8 percentage points of students at risk.*

*A decrease of students at risk demonstrates steady and positive improvement with numeracy understanding and skill development among our K-3 students.*

### **Report Card Data – Number & Patterns Stem**

% of Students Achieving 2, 3, 4		
Grade	January 2025	June 2025
Grade 1	75.6%	73.4%
Grade 2	82.3%	84.9%
Grade 3	78.5%	78.2%
Grade 4	75.0%	81.3%
Grade 5	65.1%	68.2%

Grade 6	82.6%	76.6%
Kindergarten	83.8%	85.3%
<b>Total</b>	<b>77.7%</b>	<b>78.0%</b>

*A total increase of 0.3 percentage points*

*The report card indicators demonstrate that our student achievement in mathematics stayed constant.*

### **CBE Student Survey**

*Student response to the following survey statements*

CBE Student Survey	Spring 2024	Spring 2025	+/-
I am confident that I can learn mathematics	53.45% of students agree	59.15% of students agreed	An increase of 5.7 percentage points
I enjoy working on problems in mathematics	72.49% of students agree	82.88% of students agree	An increase of 10.39 percentage points

*The results of these two survey questions demonstrate that our focus on procedural fluency through conceptual understanding is resulting in greater confidence and engagement among our students when approaching math learning.*

### **OurSCHOOL Survey**

*Student response to the following survey statements:*

Our School Survey	Oct 2024	Oct 2025	+/-
<b>Engagement</b> – I find the learning tasks at school interesting	58% of students agree	76% of students agreed	An increase of 18 percentage points
<b>Sense of belonging</b> – I feel valued and accepted by others at school	61% of students agree	72% of students agree	An increase of 11 percentage points

*The results of these two survey questions demonstrates continued growth in both student engagement and sense of belonging.*

### **Summary of Data**

The focus of developing procedural fluency through focusing on conceptual understanding gave the students greater opportunity to make sense of and develop a more fundamental understanding of numbers and how they are related rather than learning problem solving steps in isolation of meaning. Teachers appreciated the support of the Math Up! program which not only provided lessons and tasks for learning but also helped teachers with best approaches when teaching mathematics including assessment support, tutorials, as well as content and resources to implement a rich math learning experience for students. Students appreciated the active, hands on, and problem-based approach to mathematics which showed in the perception data that pointed toward greater confidence and interest in math learning. Although we identified areas of growth within our math goal, specifically in report card marks, we believe that the foundation of using a strong math program (Math Up!) and the shifting in practice that teachers engaged in through their professional learning communities have established a strong foundation for math practices that will contribute to our overall 3 year SDP goal that student achievement in literacy and mathematics will improve.

### **Adjustments for Next Year**

This first year of our three-year SDP goal of improving achievement in literacy and mathematics focused on procedural fluency through conceptual understanding has supported a strong foundation for shifting our mathematics practices to support student engagement, sense making, and confidence. This success will continue as we shift to year two. In year two our goal is to build this same type of foundation of student confidence with literacy learning, particularly focused on improving student achievement in writing. When teachers analyzed the June 2025 report card marks, they recognized that students are achieving lower in writing as compared to reading. Teachers observed that we have strong structures and learning progressions identified for reading development (and now math instruction through working on our year one SDP outcome). Developing consistent and stronger structures and learning progressions in writing has been identified as an area for growth. This led us to the decision that the year 2 outcome for our 3-year SDP goal should have a focus on improving student confidence and achievement in writing.

# 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

Assurance Domain	Measure	Alex Munro 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	80.4	89.7	84.5	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	69.0	79.1	74.5	79.8	79.4	80.4	Low	Maintained	Issue
	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
	PAT6: Acceptable	n/a	63.2	62.5	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	5.3	5.6	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	94.0	89.6	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.9	83.8	82.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	76.6	79.6	74.5	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	85.7	86.5	72.6	80.0	79.5	79.1	Very High	Maintained	Excellent