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Calgary Board of Education

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

Roland Michener School
5958 4 Ave. N.E., Calgary, AB T2A 4B1 t | 403-777-8240 e | rolandmichener@cbe.ab.ca

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.

Goal: Student achievement in reading and numeracy will improve.

Outcome One: Students' achievement will improve in phonological awareness and decoding skills

Outcome Two: Students' achievement in number sense will improve, specifically in conceptual understanding of numeracy

Celebrations

- *Students in grades 1 & 2 requiring additional support in foundational phonics support (letter and letter sound identification) improved by 20 percentage points based on the Letter Name and Sound (LeNS) test provincial assessment.*
- *Students in grades 1-3 requiring additional support in phonological decoding skills improved by 18 percentage points based on Castles and Coltheart (CC3) provincial assessment.*
- *Students in grades 4-6 demonstrated an improvement of 17percentate points (on average) in overall mathematic achievement based on the CBE Mathematics Number and Algebra Diagnostic Assessment tool.*
- *Students in grades 5 & 6 reported a high degree of confidence and self-awareness in their mathematical understanding and skills. Our CBE Student Survey 89% of students agreed "I am confident I can learn mathematics".*

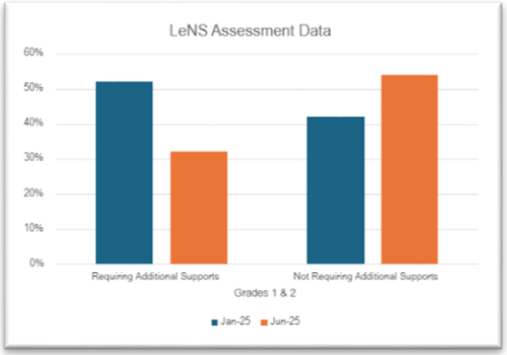
Areas for Growth

- *Foundational literacy skills in phonological awareness, and decoding (letter/sound/word) continue to be an area of concern and a priority for students in kindergarten to grade three. Provincial and report card data indicate approximately one-third of K-3 students continue to require additional targeted support in foundational decoding and phonological skills.*
- *Improving student engagement and enjoyment in mathematical learning and improving resiliency as it relates to challenging mathematical concepts. The Alberta Education Assurance survey indicates 71% of students in grades 4 to 6 reported that "The math I am learning in school is interesting to me." In our CBE survey, only 67% of students reported "I enjoy working on challenging problems in mathematics."*
- *Student ability to set and achieve goals through persistence, stamina and resiliency. In the Our School survey, grades 4 and 5 students indicated that 72% of students in grades 4 & 5 reported they were able to "create plans to reach goals" and 75% of students said they "keep going even when challenged"; these scores are lower than Canadian norms (83%).*

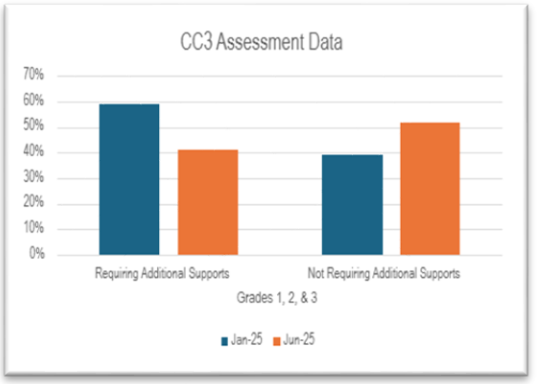
Next Steps

- *Explicit daily instruction of phonics instruction, utilizing UFLI program, in kindergarten to grade 2; explicit use of phonics instruction utilizing the UFLI as an intervention tool as needed (Gr. 3-5).*
- *Use a wide variety manipulatives, visual models and direct teaching to build and solidify students' foundational numeracy skills.*
- *Targeted work on creating and building task-rich mathematical environments, where students expect and tackle regular mathematical challenges and build stamina to work through them.*

Our Data Story:

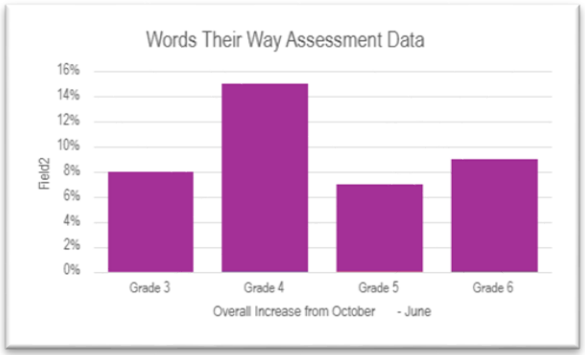


Roland Michener School's 2024-25 School Development Plan focused on building and solidifying foundational literacy and numeracy skills and understandings to improve student achievement. Provincial and school-based data indicated gaps in students' reading and decoding skills to effectively read grade level texts. Through professional conversations and learning, and examination of comparative data from schools with similar demographics, we engaged in a consistent, whole-school approach for the explicit teaching and learning of phonics through the UFLI (University of Florida Literacy Institute) program. Kindergarten to grade four teachers used this as a regular part of whole-class teaching, and grades five and six classes used the program on an intervention basis. Data was collected and analyzed October, February and May to chart growth and course correct as needed.



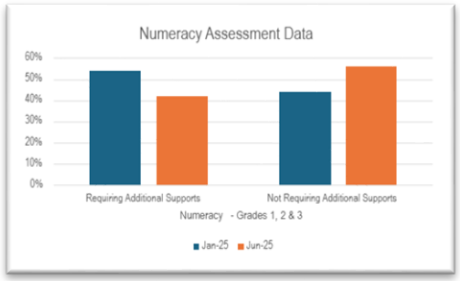
In considering the essential elements of reading for all grades, our data and professional learning and conversations indicated 'word recognition' (including phonological awareness, alphabetic principles, phonics knowledge, decoding skills and recognition of sight words) needed to be our primary area of focus. We used the CBE K-12 Literacy Framework and the UFLI phonics program to focus our professional learning and classroom-based approach throughout the year. Mid-year check-ins and data examination, along with teacher perception data indicated progress was being made and by May of 2025, improvements were noted in all grades (as seen in the charts). High

- The LeNS test (used with students in grades 1 & 2) showed an improvement of 20 percentage points (52% to 32%) in students identified as needing additional supports.
- Likewise, the CC3 assessment (used with students in grades 1-3) also indicated an improvement of 18 percent points (59% to 41%) in the number of students requiring additional supports.
- Students in grades 3-6 engaged in school-based assessments (Words Their Way) on phonics, vocabulary and spelling. Grade 4 students demonstrated the most growth with an improvement of 15%. Students in grades 3, 5, & 6 showed improvements of 7 to 9 percentage points.



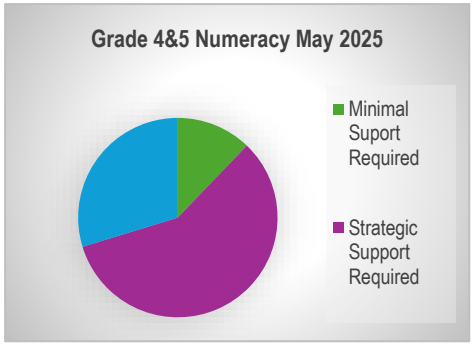
In mathematics, school-based data indicated that although students displayed relative confidence in their overall abilities, gaps were identified in foundational understandings of numeracy (number representation including basic

facts), and students had difficulty in understanding and accepting of the idea that productive struggle is a worthwhile endeavor. In Professional Learning Community (PLC) discussions, Collaborative Response meetings, and teacher perception data, a common theme emerged on student resiliency, particularly as it pertained to a willingness to stick with challenging mathematic activities.



Conceptual learning through teachers' targeted use of the MathUp digital learning tool and visuals/hands on tools supported students in making gains in achievement in numeracy across the grades. Provincial numeracy assessments (grades 1-3) and school-based CBE numeracy assessments (grades 4-6) showed improvements across all grades (see charts) overall. Student and parent perception surveys (Alberta Education Assurance survey) indicated inconsistent results with regards to how students' view their abilities, and their willingness to persevere when challenged, particularly in mathematics. While 89% of students noted that they are confident in learning mathematics, only 67% of students said they enjoy working on challenging problems in mathematics (CBE Student survey).

This belief is reflected in student well-being data on resiliency where 75% of students agree they "keep going even when challenged" and 72% agreed they "create plans to reach goals" (Our School survey). Informal teacher perception data reveals students' willingness to persevere through real and perceived academic challenges is an area of growth and could have an impact on their learning in all subjects.



Going forward, reflecting on student growth and achievement and examining data sources allows us to build on successful approaches and professional learning and continue work on our collective and individual teaching practice as it relates to reading decoding and numeracy. However, although we saw significant growth in students' reading (decoding), this will continue to be an area of priority for teachers as data indicates approximately one-third of students continue to require support in decoding letter sounds and texts. Teacher professional learning on the Science of Reading (through UFLI) will continue to be a priority, particularly in the younger grades, with explicit teaching of phonics will continue to be an area of focus. In math, provincial and school-based data indicates that while moderate growth was noted, a significant number of students continued to require strategic (58%) or intensive support (30%).

By focusing efforts on building foundational numeracy skills in representation and basic facts, while simultaneously engaging in explicit teaching on building resiliency through productive struggle and improved willingness to engage in challenging learning tasks.

Likewise, student well-being actions are centred in social-emotional learning and building resiliency as it relates to self-awareness and self-management as we build student resiliency and mental/emotional well-being. These well-being actions and priorities will help students in building their foundational skills in reading and numeracy, allowing teachers to build on successes, and gradually improve students' skills and their engagement with real and perceived challenges in learning.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

Fall 2025

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9250 Roland Michener School

Assurance Domain	Measure	Roland Michener 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	83.5	83.5	86.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	80.5	83.0	88.8	79.8	79.4	80.4	High	Declined	Acceptable
	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	90.5	94.8	95.6	87.7	87.6	88.2	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	82.9	90.3	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	83.2	70.6	84.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	86.4	84.0	82.0	80.0	79.5	79.1	Very High	Maintained	Excellent