

Vista Heights School

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Alberta Education Outcomes

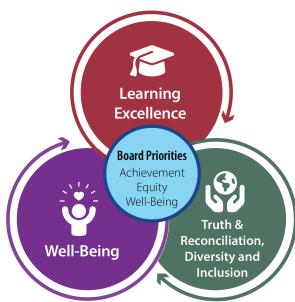
- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

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

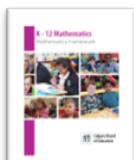
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 Report 2024-25](#)



**School Goal***Student achievement in literacy will improve.***Outcome:***Students' written communication will improve through intentional focus on text structure (paragraph skills and types of writing).***Outcome:***Students' word level encoding (spelling) and morphology skills will improve through daily explicit instruction and practice of applying their phonics knowledge of decoding to writing.***Outcome Measures**

- *Report Card Data – ELAL (Writing Stem)*
- *English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results*

Data for Monitoring Progress

- *Monthly tracking of student writing samples to demonstrate progress in text structure*
- *Words their Way – Spelling Inventory*
- *Word Level Encoding Data*
- *Teacher Self-Assessment Tool (Outcome: Assessment is ongoing and embedded throughout cycles of learning)*
- *UFLI progress monitoring spelling assessment (spelling and encoding skills)*

Learning Excellence Actions

- *Grade teams select a paragraph template to explicitly teach and examine monthly, in order to increase student achievement*
- *Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits*
- *Build reciprocal reading-writing connections through daily encoding and morphology practice using high impact strategies that represent understanding of structure and meaningful units of language*
- *Utilize consistent, specific and timely formative assessment practices to move student learning forward*

Well-Being Actions

- *Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge in a familiar way*
- *Engage in iterative cycles of instruction, assessment and adjustment to scaffold learning and flexibly respond to student needs*
- *Promote student engagement through purposeful selection of writing topics*
- *Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection*
- *Use technologies intentionally to support literacy practices*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Incorporate content which connects to students' cultural background, life experiences, learning needs and/or languages*
- *Utilize EAL strategies with the picture word inductive model (PWIM) to support background knowledge and vocabulary development*
- *Empower students to have voice in learning, assessment, and decisions*
- *Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments*



**Professional Learning**

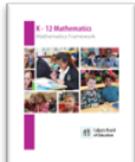
- *Embedded professional learning during PLCs through book study of the texts “Writing Revolution 2.0” and “The Writing Rope”*
- *Opportunities for team collaboration and class visits of colleagues to support professional learning*
- *Professional Learning presentation, “Effective Design of a K-6 Literacy Block” by Kim Tackaberry with Alberta Professional Learning Consortium and “NetWORDing Conference”*

Structures and Processes

- *Utilize graphic organizers, sentence starters and sentence frames to support working memory and executive functioning skills*
- *Embed predictable routines and structures to practice syntax and text structure skills within an inclusive setting and various subject disciplines*
- *Grade cohort team and program meetings to analyze progress data and develop instructional plans*
- *School PLCs used to calibrate writing samples against developed proficiency scales in text structures and determine individualized programming*

Resources

- *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects (Sedita, 2023)*
- *Writing Revolution 2.0 (Hochman & Wexler, 2024)*
- *UFLI Foundations (Lane & Contesse, 2022)*
- *Morpheme Magic (Glaser, 2024)*
- *CBE Diversity & Inclusion Course through D2L modules and resources in Insite*
- *CBE Social Emotional Learning (SEL) Well-Being Course through D2L modules and resources in Insite*



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2024-25 SDP GOAL ONE:

School achievement in literacy will improve.

Outcome one:

Student's written communication will improve through intentional focus on syntax skills (correct use and relationship of words in sentences).

Outcome two:

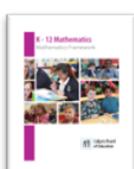
Student word level encoding skills will improve through daily explicit instruction and practice of applying their phonics knowledge of decoding to writing.

Celebrations

- Report card marks in writing stem showed increased achievement from June 2024 to June 2025 and January 2025 to June 2025, with 7% to 9% more students earning a proficiency level of 3 or 4.
- Sixty percent of English as an Additional Language (EAL) learners showed improvements in the Linguistic Syntax (sentence structure) benchmark in Speaking and Writing.
- Students demonstrated improvements in encoding (spelling) with greater than 90% of students applying skills with increased accuracy.
- Eighty percent of teachers indicated professional growth in making explicit connections to learning goals through use of rubrics, success criteria and exemplars for student reference.
- One hundred percent of teachers identified shifts to their instructional and assessment practices related to syntax and encoding.

Areas for Growth

- Building students' awareness of text structures and how syntax skills can be applied to enhance communication through more complex written compositions.
- Continue to strengthen students' encoding skills to reduce learning gaps noted between encoding and decoding abilities.
- Capitalizing on opportunities for disciplinary literacy to support the development of vocabulary and exploration of concepts across multiple subject areas.





Next Steps

- Expand outcomes to include a focus on text structures and monthly analysis and tracking of student progress using locally developed rubrics.
- Access anchor texts such as “The Writing Rope” and “Writing Revolution 2.0” to support school-wide alignment of educational approaches and strategies to support effective implementation.
- Provide intentional, discipline-based connections to text structures to support vocabulary development and conceptual understanding.
- Continue to strengthen teacher professional growth in use of diagnostic assessments to support personalized programming for students.

