Vista Heights 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.

Goal: Student achievement in literacy will improve.

Outcome One: Students' written communication will improve through intentional focus on syntax skills (correct use and relationship of words in sentences).
Outcome Two: Students' word level encoding (spelling) 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 achieving 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 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.

Our Data Story:

Vista Heights School Development Plan broader goal is centered on improving literacy achievement. Our 2024-2025 outcomes focused on developing encoding (spelling) and communication (grammatically correct sentence structure) knowledge and skills for writing development. Historically, report card data showed that students at Vista Heights School consistently demonstrated lower achievement in writing, in comparison to reading. In the past, School Development Plan goals have centered on improving decoding and reading comprehension, and teachers identified writing as a valuable focus for professional learning and student growth. Students self-reported limited engagement in writing through a school-developed survey.

The anchor text, "The Writing Rope" by Joan Sedita, provided a writing framework, depicting the components of fluent, skilled writing. The areas of syntax and encoding were highlighted as foundational to writing. It was expected that students would strengthen their oral and written language skills by reflecting on shared experiences and formulating coherent thoughts through speaking and writing. Daily activities to bolster students' understanding of syntax and ability to encode words were intentionally incorporated into weekly learning. This approach allowed all students to access grade level vocabulary and curriculum, while addressing the needs of EAL learners, students who self-identify as Indigenous learners and individuals within the specialized Learning & Literacy (L & L) Program. A focus on syntax and encoding in year one provided a foundation for writing development.

Professional Learning Communities became the arena for teachers to collectively monitor student growth and achievement. Inspired by a shared commitment to improve student writing, teachers collaboratively developed a syntax (sentence structure) focused rubric and used it to examine student writing samples across grade levels. Proficiency scales directly tied to curricular learning outcomes were developed by teachers. These were used to assess syntax and encoding skills; spelling was also assessed through formalized check-ins following UFLI program. This collective ownership of instructional practice led to a shift in classroom culture, where success criteria and exemplars became shared tools for empowering student learners. By making learning intentions clear and inviting students to self-assess using familiar language, teachers helped students take responsibility for their growth. Professional learning experiences translated into action through clear "look-fors," prompting more explicit feedback and instruction in writing skills.

The impact of this professional learning journey is reflected powerfully in the data and in the stories behind it. Between October and June, 80% of teachers indicated improvement in their ability to make explicit connections to learning goals, with a 60% growth in teachers articulating learning intentions in student-friendly language, and a 70% rise in using exemplars and non-exemplars to clarify success criteria. Every teacher (100%) reported meaningful shifts in their instructional practice. Teachers also elevated student voice, weaving their passions and lived experiences into syntax activities. These tasks not only supported diverse learning needs but also deepened student understanding through oral and written expression. Aligning this work with Truth and Reconciliation and commitments to diversity and inclusion, writing tasks rooted in shared experience, like observations in the natural environment, helped foster belonging and connection.

Results:
K-6 Report Card Data
Report Card Stem: *Writes to express ideas and information*

Indicator	January 2025	June 2025	Percentage Point Results
(IPP, ELL, ADP, NER)	20.3%	19.53%	-0.77%
1	20.3%	14.06%	-6.24%
2	36.09%	28.12%	+7.97%
3	16.54%	23.44%	+ 6.9%
4	0.75%	9.38%	+ 8.63%

Indicator	June 2024	June 2025	Percentage Point Results
(IPP, ELL, ADP NER)	23.61%	19.53%	- 4.38%
1	17.36%	14.06%	-3.3%
2	29.17%	28.12%	+1.05%
3	15.97%	23.44%	+ 7.47%
4	0.69%	9.38%	+ 8.69%

- Progress was noted when comparing term 1 to term 2 in the 2024-2025 school year. It is important to note a decrease in the the percentage of students receiving an IPP, ELL, ADP, NER in their report card indicates students are now accessing curriculum and able to achieve a proficiency indicator of a 1, 2, 3 and 4. This is a celebration.
- Improved student achievement in 'Writes to express ideas and information' was noted after one year of intentional focus in the School Development Plan.

EAL Benchmarks – Linguistic Syntax

Speaking	Results October 2024 to June 2025
Improvement	57%
At LP3 or Above	81%

Writing	Results October 2024 to June 2025
Improvement	58%
At LP3 or Above	68%

- Syntax improvement was noted in both speaking and listening.
- Comparison of oral and writing syntax skills (correct use and relationship of words in sentences) indicates that syntax knowledge is not transferring into writing at the same level of achievement; therefore, greater attention is required to foster improvement in this area.

Word-Level Encoding Assessments (Division I)

Grade	Students Requiring Additional Support Pre September	Students Requiring Additional Support Post June	Improvement
1	64%	64%	0
2	81%	82%	-1
3	80%	80%	0

- Over 90% of students in grade 1 & 3 demonstrated progress on encoding (spelling) skills for grade level skill
- 100 % students in grade 2 demonstrated progress on encoding skills
- Progress is slower as the complexity of skill increases
- Student achievement in encoding within the Division 1 grades continues to represent an area requiring attention
- Multiple factors, such as IPP or ELL codes, contribute to the low student achievement progress.

Words Their Way Spelling Inventory (Division II)

Grade	Results September 2024	Results June 2025
4	50%	77%
5	50%	100%
6	65%	90%

- 55% of Division II students are achieving grade level expectations of encoding/morphology in relation to the curriculum.
- Of the 45% of students requiring additional support, 73% of students have factors impacting their progress (ELL or IPP).
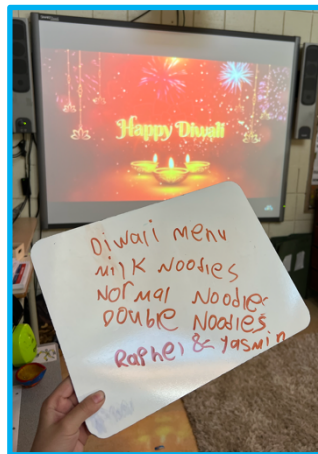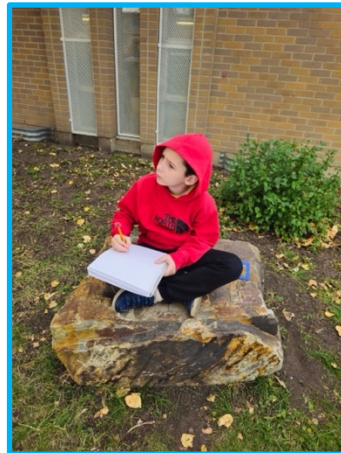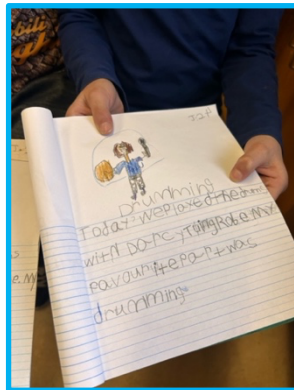
Insights and Next Steps:

Teachers embarked on a shared journey to strengthen their writing instruction, and the results were both meaningful and measurable. While continued progress is evident, students showed notable progress in syntax and encoding, a significant gap still exists between their ability to decode text and encode words. This highlights the ongoing need to prioritize spelling and encoding skills as foundational elements of literacy. At the same time, untapped opportunities remain to strengthen disciplinary literacy across subject areas, where vocabulary development, content understanding, and writing skills could be woven together more intentionally. Additionally, staff will use formative assessment practice to guide next steps and create flexible groups to provide targeted writing intervention.
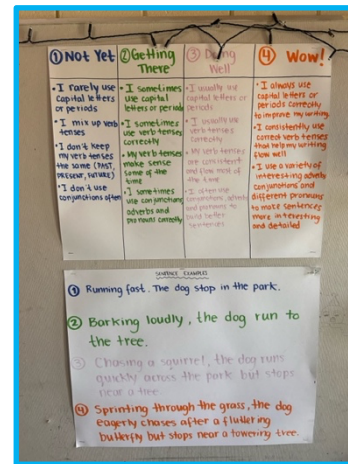
Encouragingly, variety of data sources affirms that our current approach is working. The data is supporting work as more students earned the report card indicator of 3s or 4s in writing, 60% of EAL learners showed growth in linguistic syntax, and 90% of learners

improved in encoding. This momentum sets the stage for the next phase of our work: applying syntax skills to more complex writing tasks, including paragraphing and text structure. By embedding instruction through an interdisciplinary lens and aligning grade-level goals with those of our specialized literacy program, we will strengthen students' understanding of vocabulary, concepts, and writing across the curriculum. Intentional collaboration between classroom teachers and the L&L Program will ensure consistency, flexibility, and equity for all learners, while adjusted rubrics will reflect diverse learning needs and honor student growth.

Looking ahead, the school will continue embedding instruction on text structures and encoding within an interdisciplinary lens. Students will apply their growing skills to more complex compositions, moving from sentences to well-structured paragraphs and extended writing. Collaborative planning between grade teams and specialized programs will ensure alignment in expectations and interventions. By sustaining this dual focus on text structure and encoding, Vista Heights is building a pathway where every student can grow as a confident, capable writer.

Teachers developed writing rubrics and shared success criteria in student friendly language. These were accompanied by exemplars at each level of achievement. This informed teacher feedback and supported student self-assessment and goal setting.
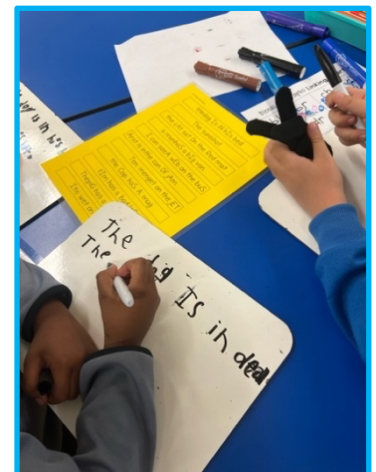
Students applied syntax and encoding skills when writing about shared experiences, such as whole school events, cultural observances and land-based learning opportunities.

A range of oral and written syntax activities were embedded to meet the diverse needs of students.

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

Spring 2025 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Vista Heights 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	80.8	86.7	86.3	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	72.0	77.8	82.4	79.8	79.4	80.4	Intermediate	Declined	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	32.1	33.8	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	1.6	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	94.3	95.7	95.8	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	84.5	86.4	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	91.0	89.4	89.0	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	95.0	89.6	88.9	80.0	79.5	79.1	Very High	Maintained	Excellent