



Vista Heights School

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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 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

What is the school data story and which specific school data sources are informing the direction you will be taking over the next year? What aspects of your Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity, and Inclusion data will support student success and achievement?

Learning Excellence

Analysis of literacy data from 2023-2024 showed improvements in student foundational reading skills in Kindergarten to grade 6.

Kindergarten Assessment of Foundational Reading Skills

Kindergarten Syllable Blending

Pre-Test December 2023		Post-Test May 2024		Results	
Minimal	16.6%	Minimal	5.5%	Minimal	-11.1%
Developing	44.4%	Developing	16.6%	Developing	-27.8%
Mastered	38.9%	Mastered	77.8%	Mastered	+38.9%

Kindergarten Onset-Rime Blending

Pre-Test December 2023		Post-Test May 2024		Results	
Minimal	55.6%	Minimal	16.6%	Minimal	-39%
Developing	22.2%	Developing	5.5%	Developing	-16.7%
Mastered	22.2%	Mastered	77.8%	Mastered	+55.6%

Kindergarten Phoneme Blending

Pre-Test December 2023		Post-Test May 2024		Results	
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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



Minimal	88.9%	Minimal	22.2%	Minimal	-66.7%
Developing	11.1%	Developing	0%	Developing	-11.1%
Mastered	0%	Mastered	77.8%	Mastered	+77.8%

Quick Phonological Awareness Screening (QPAS)

Sound Blending

	Pre-Test September 2023	Post-Test May 2024	Results
Grade 1	72%	92%	+20%
Grade 2	84.6%	92.3%	+7.7%
Grade 3	68%	94.7%	+26.7%
Grade 4	91.3%	100%	+8.7%
Grade 5	84%	100%	+16%
Grade 6	100%	100%	Maintained

Letter Name Sound Assessment (LeNS)

	Pre-Test January 2023	Post-Test May 2024	Results
Grade 1	80%	84%	+4%
	Pre-Test October 2023	Post-Test May 2024	Results
Grade 2	46%	62%	+16%

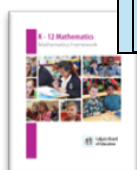
Castles and Coltheart Test 3 (CC3)

	Pre-Test January 2023	Post-Test May 2024	Results
Grade 1	68%	80%	+28%
	Pre-Test October 2023	Post-Test May 2024	Results
Grade 2	40%	53%	+13%
Grade 3	53%	71%	+17%

- Kindergarten results on the **Assessment of Foundational Reading Skills (AFRS)** showed a 39% increase in syllable blending, a 56% increase in onset-rime blending and a 78% increase in phoneme blending.
- Improvements were noted in the sound blending component of the **Quick Phonological Awareness Screening (QPAS)**. While several students in grades 1 and 3 remained 'at risk,' all others demonstrated proficiency in this skill.
- Student achievement on the **LeNS** provincial assessment also demonstrated growth. A 4% increase was noted in grade 1 achievement, and 16% increase was observed in grade 2 achievement.
- Data acquired through the **CC3** provincial assessment demonstrated similar improvement in foundational reading skills. A 28% increase was noted in grade 1 achievement, 13% increase in grade 2 achievement, and 17% increase in grade 3 achievement.

June 2024 Report Card Data in English Language Arts and Literature:

Stem: Reads to explore	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Other (IPP, ELL, ADP, NER)
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and understand					
Grade 1	18.2%	36.4%	36.4%		9.1%
Grade 2	40%	26.7%	13.3%	6.7%	13.3%
Grade 3	14.3%	4.8%	19%	19%	42.8%
Grade 4	7.4%	25.9%	33.3%	7.4%	25.9%
Grade 5	6.7%	33.3%	30.0%		29.9%
Grade 6	0	20.7%	13.8%	3.4%	62.0%

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Other (IPP, ELL, ADP, NER)
Grade 1	22.7%	45.5%	13.6%		18.2%
Grade 2	26.7%	33.3%	13.3%		26.7%
Grade 3	9.5%	19%	23.8%	4.8%	42.8%
Grade 4	22.2%	40.7%	11.1%		25.9%
Grade 5	23.3%	33.3%	13.3%		29.9%
Grade 6	3.4%	6.9%	20.7%		68.9%

- Comparison of report card data indicates that student achievement in reading is stronger than student achievement in writing. There is a larger percentage of English Additional Language (EAL/ELL) indicators being used on the report card in writing than in reading.
- 100% of Teacher perception data indicates that greater attention should be placed on writing skills to support literacy progress, as encoding/spelling and decoding/reading build and rely on the same mental representation of a word.

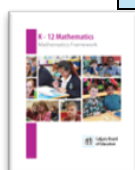
Well-Being

Analysis of wellbeing data, focusing on student safety from 2023-2024 showed improvements from fall to spring.

- Assurance Survey data indicates that 58% of Vista Heights' students in grades four to six like learning English Language Arts.
- Results from the K-3 CBE Survey indicate that students demonstrate lower levels of perseverance and less confidence in their academic abilities as they progress from Kindergarten to grade three, as evident in the responses "I try my best at school, even when it's hard," and "I can do well at school."

Additional analysis of well-being data from 2024-2025 indicated:

- Data acquired through the OurSCHOOL Survey demonstrates that 35% of students in grades four and five had moderate to high levels of anxiety, where the Canadian norm for this age group is 26%, a 12% difference. Additionally, 26% of students in grade six have moderate or high levels of anxiety, a 2% increase over the Canadian norm of 24%.
- Respectively, 80% of teachers surveyed confirms that anxiety and behaviours of avoidance increase during classroom writing tasks.
- Students in grades three to six completed a survey about writing where the response options were either yes or no, to the questions: "Do you like writing?" and "Are you good at writing?" The responses indicated that 69% of students liked writing and 70% felt they were good at writing. These responses suggest that students are confident in their current abilities. However, when compared to report card results, only approximately 11-25% of students achieved a proficiency indicator of 3 or 4. This highlights the need for





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

intentional learning goals for improvement, student self-assessment and explicit instruction with reference to success criteria.

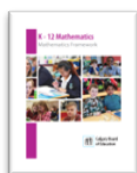
Truth & Reconciliation, Diversity, and Inclusion

Analysis of demographic data at Vista Heights School shows that ~69% of the students have an educational code, demonstrating the diverse population of learners and high level of personalization required to ensure student success.

- 30.07% of students have a diagnosis and individual program plan (IPP)
- 56.4% of students in grades 1-6 require support in acquiring and applying English language skills and understanding
- 35.59% of students have received an overall EAL level of LP1 & LP2
- 10.46% of students self-identify as Indigenous
- 25 different home languages are spoken at the school
- 60% of the student body identifies as male
- 40% of the student body identifies as female

Results from the OurSCHOOL Survey and the Assurance Survey, which surveyed students in grade four to six, showed:

- High appreciation for cultural diversity
- 89% of students were shown to "value cultural learning through friends from different cultures."
- 63% of students indicated that they are engaged in learning at school.
- Division II students appreciate opportunities to learn about diverse cultures and experiences; therefore, it is imperative to leverage experiential learning and collaboration with peers.
- Designing learning tasks that connect literacy outcomes upon sensory and emotional responses to personal experiences in learning may improve engagement and intentionally activate the spirit, heart, body and mind.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

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

Outcome:

Student word level encoding 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)
- EAL Benchmarks in Linguistic Syntax (Speaking & Writing)
- English Language Arts Part A (Writing) – Grade 6 Provincial Achievement Test Results
- Words their Way – Spelling Inventory
- Word Level Encoding Data
- Teacher Self-Assessment Tool (Outcome: Learning Goals)

Data for Monitoring Progress

- Monthly tracking of student writing samples to demonstrate progress in writing syntax skills using teacher developed proficiency scales
- Professional Learning Communities (PLC) - professional learning data regarding impact in the area of Learning Goals on the Teacher Self-Assessment Tool rubric
- UFLI progress monitoring spelling assessment (spelling/encoding skills)

Learning Excellence Actions

- Daily syntax practice using high impact strategies that explore the relationship of words within sentences
- Implement syntax practice, both orally and in text, with interdisciplinary learning opportunities
- Provide feedback on student writing, relative to success criteria, in order to increase achievement
- Analyze student formative and summative data to set intentional learning goals in encoding skill practice

Well-Being Actions

- Embed strengths-based instructional and assessment approaches that support multiple learning goals and different entry points for students
- Utilize graphic organizers, sentence starters and sentence frames to support working memory and executive functioning skills
- Leverage student strengths and gifts to empower resiliency and self confidence in writing
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge in a familiar way

Truth & Reconciliation, Diversity and Inclusion Actions

- Leverage opportunities for visiting and oral communication between peers to build student understanding of syntax
- Utilize EAL strategies with the picture word inductive model (PWIM) to support background knowledge and vocabulary development
- Incorporate content which connects to students' cultural background, life experiences, learning needs and/or languages
- Seasonally plan outdoor learning experiences, document learning, and revisit these experiences through speaking and writing to deepen relations to the land and connections to language and vocabulary




Professional Learning

- *Inclusive Education Strategist resources and site visits*
- *Inclusive Education Professional Learning Sessions (Writing Series) and opportunities to collaborate with other professionals*
- *Embedded professional learning during PLCs through book study of the text, "Writing Revolution 2.0" and "The Writing Rope"*
- *Opportunities for team collaboration and class visits of colleagues to support professional learning*

Structures and Processes

- *Daily classroom structured and supported writing periods*
- *Embed predictable routines and structures to practice syntax skills within an inclusive setting*
- *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 syntax and develop plans for student progress and growth*

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)*
- *ELA/ELAL Insite | Teaching Practices (scroll to writing for resources and professional readings)*
- *Diversity & Inclusion Insite*
- *Social Emotional Learning | D2L shell and PL modules*
- *Access online lessons and professional learning from "The Syntax Project"*

