



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

Vista Heights School

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School Improvement Results Reporting| 2023-24

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.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

2023-24 School Goals

- Honouring a Culture of Holism through specific outcomes connected to Spirit, Heart, Body and Mind.
- Spirit – To Be (respecting values, beliefs, gifts, languages and cultural identity)
- Heart – To Belong (social emotional learning and relationship skills)
- Body – To Do (regulation and conflict resolution skills)
- Mind – To Know (phonemic blending and number sense)

Our School Focused on Improving

Spirit To-Be:

- Ensure that personal values and beliefs are respected and celebrated every day.
- Encourage students to be proud of their individual gifts, languages, and cultural identity.

Heart To-Belong:

- Engage in whole school social and emotional learning that focuses on social awareness and relationship skills to understand the perspectives of others, support effective communication, and ability to work collaboratively.

Body To-Do:

- Utilize inclusive, universal strategies to practice regulation and conflict resolution skills.

Mind To-Know:

- Target phonemic blending knowledge and skills for student reading improvement.
- Target use of number line to support the application of learning outcome skills in the organizing idea of number.
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A holistic School Development Plan was developed, through the domains of the Indigenous Education Holistic Lifelong Learning Framework.

Vista Heights School is culturally diverse, with over 20 different languages indicated through PowerSchool records. In previous years, there has been limited parent engagement, representing a need for increased involvement from families and the community. Student perception data gleaned through the K-3 Well-Being Survey and OurSCHOOL survey indicated areas for growth around diversity and inclusion. 40% of students at Vista Heights School have designated educational codes and require individualized and specialized supports. Developing a holistic plan for school improvement allowed for intentional focus on a culture of wellbeing for the spirit, heart, and body (diversity, social and emotional learning, regulation). When these have been addressed, a sense of belonging and self-esteem are nurtured to develop confident learners that can set and achieve learning goals of the mind.

Analysis of literacy data collected through the Assessment of Foundational Reading Skills (AFRS), Quick Phonological Awareness Screening (QPAS), and provincial assessments (LeNs and CC3) indicated gaps in foundational reading skills, specifically in the area of blending phonemes or sounds within words. Additionally, data

acquired through the provincial numeracy assessment indicated significant discrepancies in students' ability to identify and place a given number on a number line.

What We Measured and Heard

Spirit – To Be

When analyzing data from the **OurSCHOOL survey** and **CBE Student Survey**, high percentages of agreement were noted in statements that discussed the value of other cultures. Teachers prioritized efforts to ensure the inclusion of cultural perspectives and values through daily teaching, including diverse representation through literature and other resources. Administrators modeled the importance of greeting students and families in their home languages and ensured communication was translated to ensure understanding. Additionally, the school initiated culturally safe spaces for religion in school and sought insight on culturally significant events through a school-wide survey.

When analyzing data gathered through students' responses, an incredibly high percentage of students showed appreciation for cultural diversity inherent within Vista Heights School. In fact, 89.33% of students were shown to "value cultural learning through friends from different cultures." With such a diverse student population, encompassing high rates of English as an Additional Language (EAL) learners, a range of complex needs through the Learning & Literacy program and more than 20 languages, this was a considerable celebration for our school. The high rate of agreement of this statement validates the intentional efforts teachers and administrators have taken to enhance students' appreciation for diversity, while ensuring the inclusion of all families and learners.

Heart – To Belong

Student safety was highlighted as a primary focus and instructional actions were undertaken to ensure the safety of staff and students. Data on the **OurSCHOOL** survey was analyzed to demonstrate growth.

Fall 2023		Spring 2024		Results
Grade 4	38%	Grade 4	52%	14% increase
Grade 5	50%	Grade 5	75%	25% increase
Grade 6	68%	Grade 6	68%	Maintained

Increases were noted in all areas of both the **K- 3 Well-Being Survey** and the **OurSCHOOL survey**, as it related to student well-being.

Survey Statement	Fall 2023	Spring 2024	Results
I feel safe at school.	75%	83%	8% increase
I feel welcome.	80%	85%	5% increase
My teachers care about me.	80%	92%	12% increase

Not only does this epitomize the positive impact of fostering effective relationships with students, but it also highlights the value in school-wide actions to support safety, designed to create an inclusive learning environment for all students. With social-emotional learning as a central focus through PLCs and professional development, intentional efforts to embed opportunities for conflict resolution, self-awareness and strategies for regulation contributed to the gains noted in our school data.

Body – To Do

Intentional focus on social-emotional learning and conflict resolution skills supported student regulation. **Log entries** documenting student behaviours and interactions showed a decrease over the course of the year, as the result of these efforts. In the first term, there were 259 incidents documented using the descriptors 'bullying awareness' or 'progressive discipline' and in the second term there were 232. This 11% decrease was also corroborated through teacher observations and perception data, which indicated improved interactions between students.

Mind – To Know

Analysis of **literacy data** showed improvements in students' ability to blend sounds in words. Students showed significant increases in their ability to blend syllables, onset-rime and phonemes, as indicated through the **Kindergarten Assessment of Foundational Reading Skills (AFRS)**. Results showed a 39% increase in syllable blending, a 56% increase in onset-rime blending and a 78% increase in phoneme blending.

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	
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%

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.

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

Student achievement on the **LeNS** provincial assessment also demonstrated significant growth. A 4% increase was noted in grade 1 achievement, and 16% increase was observed in grade 2 achievement.

	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%

Data acquired through the **CC3** provincial assessment demonstrated similar improvement in foundational reading skills.

	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%

Analysis of **mathematics data** showed growth in students' number sense, specifically pertaining to the continuum of number on a number line. A combination of the **Provincial Numeracy Assessment** and school-generated number line performance tasks were used to ascertain the impact of instructional actions on student achievement. The data outlined below is based on the **Provincial Numeracy Assessment**; students in grades 5 and 6 used the grade 4 assessment.

Number Line Assessment

	Pre-Test September 2023	Post-Test June 2024	Results
Grade 1	12%	54.5%	42.5% increase
Grade 2	0%	30.8%	30.8% increase
Grade 3	41.2%	70%	28.8% increase
Grade 4	20.8%	50%	29.2% increase
Grade 5	19.2%	48.3%	29.1% increase
Grade 6	17.2%	44.4%	27.2% increase

Achievement on school-developed number line measures showed incremental growth for students in grade 5 and 6 using grade-level curricular concepts. However, proficiency was limited in the areas of fractions, decimals and improper fractions.

Holistic Measures

Shifts to Instructional Practice

It was intended that teachers demonstrate three shifts in instructional practices that honour a 'Culture of Holism' – being, belonging and doing. This was addressed through professional learning sessions.

According to **teacher reflections**, 100% of teachers identified three shifts to their professional practice. Analysis of responses showed that:

- 50% of teachers identified sharing circles
- 30% of teachers mentioned modifications to the classroom environment
- 70% of teachers highlighted the positive impact of Medicine Wheel Teachings, reference to the Indigenous Holistic Lifelong Learning Framework and intentional focus on Spirit, Heart, Body and Mind
- 30% of teachers commented on literacy routines, including using new curriculum resources to support instruction

Triangulation of Assessment

Teachers self-assessed their capacity to triangulate evidence (observations, conversations, products). This was measured using the rubric from the Teacher Self-Assessment Tool in the Assessment and Reporting Guide.

Between October and June, 80% of teachers indicated growth in triangulation of assessment.

Analysis of responses showed that:

- 100% of teachers are using products, observations and conversations to determine student achievement, compared to 60% in the fall.

The greatest impact was noted in the following areas:

- Adjusting the summative assessment mode and frequency to ensure each student can successfully demonstrate their understanding (70% improvement)
- Supporting students in demonstrating their understanding of learning outcomes when evidence of learning is lacking (60% improvement)

On the Alberta Education Assurance Measures, there was an increase in the percentage of parents and teachers that agree that the students at Vista Heights School are engaged learners with opportunities for quality learning and educational experiences. Students noted improvements to access supports and services at school.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
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The AFRS, QPAS, LeNS, CC3 and Provincial Numeracy Assessment data indicate that there has been a marked decrease in the percentage of students in the at-risk category at each grade. The CBE Student Survey indicated significant improvements in student safety and students' appreciation of diverse cultures and languages. In addition to student data, parents and teachers have also reported that student engagement and the quality of education has increased.	▪ Students' reading skills have improved, specifically in the area of sound blending. ▪ Students' numeracy skills have improved related to the continuum of number. ▪ Students feel a greater sense of safety and belonging at school. ▪ Students experience increased appreciation for cultural diversity. ▪ Teachers' ability to ensure equitable assessment practices, through triangulation have improved. ▪ Parent involvement has increased.	▪ Intentional and explicit instruction and practice of writing skills ▪ Student empathy and care for peers within the school community
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024

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	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	86.7	87.1	86.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.8	82.0	84.6	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	35.5	35.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	3.2	3.2	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.7	94.8	95.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	84.9	87.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	89.4	87.3	88.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.6	86.2	88.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time