


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

Mount View 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 One: Students' foundational skills in literacy and mathematics will improve.

Outcome One: Students will improve in word reading, phonological awareness and phonics.

Outcome Two: Student mathematical procedural fluency will improve through a focus on number sense.

Celebrations

- Students' numeracy skills have improved by the number of students requiring extra support. According to Early Years Numeracy Screener results, 9 fewer students required additional support compared to the first screener.
- Students' word reading skills have improved by the number of students requiring extra support. According to Early Years CC3 Screener results, with 10 fewer students required additional support compared to the first screener
- Academic achievement was noted through report card indicators in cohort grade groups. For example, students who moved from grade 5 to grade 6 demonstrated a decrease in the percent of students receiving a "2" indicator in the number strand in mathematics. (30.4% in grade 5 to 17.4% in the same group in grade 6)
- Academic achievement was noted through report card indicators in cohort grade groups. For example, students who moved from grade 5 to grade 6 demonstrated a decrease in the percent of students receiving a "2" indicator in ELAL 'reads to explore and understand.' (13.0% in grade 5 to 4.5% in the same group in grade 6)

Areas for Growth

- Teacher perceptions of how students use self- and peer-assessment are inconsistent across classrooms.
- Decline in engagement: Assurance Survey – Student Learning Engagement dropped from 85.8% to 77.6%, indicating a need for more meaningful and motivating learning experiences.

Next Steps

- *Boost student ownership of learning by using speaking strategies to deepen engagement with feedback.*
- *Support EAL learners in math by reviewing how academic vocabulary builds across grades, helping teachers give targeted support during tasks and feedback.*
- *Strengthen teacher feedback practices through professional learning focused on co-created rubrics, self/peer assessment, mastery examples, and timely, visible feedback.*

Our Data Story:

Data Story: Building Strong Foundations in Literacy and Mathematics at Mount View School

The 2024–25 School Development Plan at Mount View School was shaped by data showing that students needed stronger foundational skills in literacy and mathematics. Provincial Early Years Screeners (LeNS, CC3, and Numeracy) and report card data revealed gaps in decoding, reading comprehension, as well as in procedural fluency in math. For example, the students requiring addition support in Grade 1, 2 and 3 students showed an improvement in decoding skills from January (20 students) to June (10 students) - evidence that explicit universal instruction and targeted interventions were making a difference. Numeracy data indicated similar results.

The initial priority was to strengthen explicit, systematic instruction and ensure students receive **frequent, actionable feedback** to move learning forward. Teachers committed to using decodable texts, University of Florida (**UFLI**), and **MathUP** resources for literacy and math, alongside strategies such as Math Talks. The goal was to make learning visible and feedback meaningful—helping students understand success criteria and take ownership of their progress.

Professional Learning Communities (PLCs) became the hub for collaboration. Teachers worked together to design tasks that embedded formative assessment and feedback loops. They built and shared exemplars, co-created success criteria with students, and modeled productive struggle to normalize mistakes as part of learning. Feedback was no longer an end-of-task event; it became a real-time process during lessons, allowing students to reflect, adjust, and improve immediately.

This shift extended beyond academics into **well-being**. Teachers intentionally taught regulation strategies and executive function skills, reinforcing that perseverance and self-regulation are essential for success in literacy and math.

The impact was clear in multiple data points:

- **Report Card Trends:** Fewer students received 1s and 2s (not meeting/basic) in reading and math, with more achieving 3s and 4s.
- **Provincial Assessments:** Significant gains in decoding for Grades 1–2 and steady improvements in numeracy.
- **Student Voice:** Learners expressed pride in using regulation strategies and engaging in feedback loops.

By focusing on **explicit instruction, actionable feedback, and student well-being**, Mount View School created a learning environment where students are building strong foundations in literacy and mathematics—skills that will serve them for life.

Insights and Next Steps

Alongside intentional literacy and numeracy practices, students' sense of belonging and well-being also showed positive trends. According to the Alberta Assurance Survey, **93% of students reported feeling treated fairly by adults**. These results suggest that strategies supporting self-regulation and perseverance contribute to a more inclusive and caring school environment.

Despite these gains, sustained improvement remains necessary—particularly in mathematics. Decoding skills improved significantly; numeracy growth was more modest. Early Learning Numeracy Assessments revealed incremental progress, but **Grade 6 Provincial Achievement Test results showed 47.8% of students met the acceptable standard in Mathematics**. This gap highlights the need for deeper focus on conceptual understanding and procedural fluency.

Given Mount View's high EAL population (32%) and 10% Indigenous learners, challenges in accessing subject-specific vocabulary may be impacting engagement and achievement. When students struggle with academic language, it affects their ability to persevere and fully participate in feedback processes, signaling a need for more varied learning experiences and collaborative feedback opportunities.

Teachers also noted difficulty providing ongoing feedback in flexible group settings, as not all students were ready to engage deeply. Aligning flexible group work with peer and self-assessment could help students build communication skills, ask questions, and deepen understanding. Developing **oracy skills**—speaking and listening—alongside academic vocabulary will be critical for improving engagement and achievement in both literacy and math.

The data points to a clear next step: broaden feedback practices by actively involving students in co-creating success criteria, engaging in peer and self-assessment, and using exemplars to make expectations visible. These efforts, combined with explicit instruction and culturally responsive strategies, will help create a more inclusive and responsive learning environment.

Feedback continues to be a key driver of student success at Mount View School—not only by building confidence and achievement, but by fostering shared ownership of learning between students and teachers.

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

Assurance Domain	Measure	Mount View 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	77.6	85.8	84.3	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	82.0	74.4	80.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	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	87.7	91.6	91.9	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.5	84.3	87.4	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	75.8	77.4	79.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	77.3	75.1	80.7	80.0	79.5	79.1	Intermediate	Maintained	Acceptable