Mount View School

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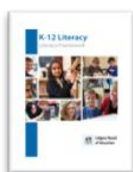
School Development Planning

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 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-Result-Report-2024-25

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student foundational skills in literacy and mathematics will improve.

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

Outcome:
Students' procedural fluency will improve through a focus on number sense.

Outcome Measures

- Provincial Numeracy Assessment: Grade 1-3 CC3, LeNS, PAST, and RAN.
- Report Card Data – Reading and Number
- Grade 6 – Provincial Achievement Test (PAT) Math Part A

Data for Monitoring Progress

- Bi-weekly UFLI check-ins
- MathUP check-ins
- EAL Benchmarking
- Teacher Perception Data

Learning Excellence Actions

- Follow clear scope and sequence
- Explicit teaching of fluency strategies
- Provide access to manipulatives

Well-Being Actions

- Clearly display learning expectations for all learners
- Use goal setting and self-assessment
- Use clear and consistent routines

Truth & Reconciliation, Diversity and Inclusion Actions

- Know learners cultural background, life experiences, and learning needs
- Provide multiple entry points for tasks to encourage risk taking

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Professional Learning

- School based ELA/ELAL professional learning
- System Assessment Professional Learning

Structures and Processes

Classroom:
- Common routines, tasks, assessments

School:
- PLC, Collaborative Response, Collaboration with colleagues

Resources

- ELAL & Mathematics Scope & Sequence
- ELA/ELAL Insite | Teaching Practices
- MathUP
- UFLI

School Development Plan – Data Story

2024-25 SDP GOAL: *Student foundational skills in literacy and mathematics will improve.*

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

Outcome two:
Students' 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.