

Valley View School

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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

CBE 2024-27 Education Plan



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

School Development Planning

Introduction

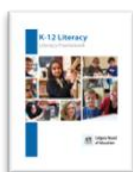
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

https://valleyview.cbe.ab.ca/documents/44a075fd-8c4b-4c11-b133-71e7ac3c302b/Valley_View_School-SIRR-24-25-1.pdf





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve.

Outcome:

Students will improve in phonological awareness and decoding skills.

Outcome (Optional)

Student procedural fluency will improve through a focus on number sense.

Outcome Measures

- Provincial Numeracy Assessment: Grades 1 to 3
- Castles & Coltheart (CC3), Letter Name and Sound Test (LeNS), Rapid Automatized Naming (RAN)
- Provincial Achievement Test Data in Reading Comprehension and Mathematics
- Report Card Data
 - Stem - Reads to explore and understand
 - Stem- Understands and applies concepts related to number and patterns
 - Stem - Understands and applies concepts related to number, patterns and algebra

Data for Monitoring Progress

- Core Vocabulary, Core Maze, Words Their Way
- Mathematics Assessment Screener (G grades 4-6)
- English as an Additional Language (EAL) Benchmarks Analytics
- Teacher perception data – Teacher confidence in implementing UFLI and MathUp programs
- Student perceived capacity to use self-regulation strategies as identified in the OurSchool Survey and CBE Survey open-ended question, “What specific self-regulation strategies do you use to stay focused when a literacy or math task feels challenging?”

Learning Excellence Actions

- Design and co-create meaningful, rich tasks that support literacy and numeracy foundations, while providing appropriate scaffolding and entry points for students
- Explicit literacy instruction using UFLI program to improve – phonological awareness and decoding skills
- Implementing Routines based on the Mathematics Environment

Well-Being Actions

- Use the student assessment results to design tasks for microteaching and small group targeted instruction to address the needs of students at risk in reading and number sense
- Choice based reading activities with clear purpose and intention using various media a

Truth & Reconciliation, Diversity and Inclusion Actions

- Refer to EAL LP1 and LP2 to inform task design and text selection
- Intentional use of culturally diverse texts to build understanding, awareness, and student belonging
- Access to, and use of dual language books





listed in the Mathematics Framework (e.g., use manipulatives, problem solving, energizers, number talks, thinking routines, games)

- Implement Minds On Activities and Performance Tasks from MathUP program to enhance students' conceptual understanding and procedural fluency
- Using mathematical representations (e.g., visual, physical, symbolic, verbal and contextual) using number lines, base-ten blocks, tables, words/phrases to support student learning at various stages

nd resources to improve connection to texts (i.e., text-to-text, text-to-self, text-to-world).

- Explicitly teaching goal setting, perseverance and resilience in Mathematics using the Mathematics Framework as a guide.

Professional Learning

- PL with the Calgary Regional Consortium on designing rich tasks to support foundational skills in literacy and numeracy
- System Professional Learning

Structures and Processes

- Collaborative Team Meetings to focus on key issues
- PLCs to calibrate assessments and analyze student learning evidence, design quality learning tasks with multiple entry points, and examine current problems of practice
- Team Planning Meetings

Resources

- Reading Decision Tree (Grades 4-6)
- Build Procedural Fluency from Conceptual Understanding - Insite
- English Language Arts and Literature K-6 Scope and Sequence
- MathUP – Online Resource
- MathUP PL by Mariam Small focus on Number sense performance tasks
- UFLI Foundations Resource
- Positive Norms
- Taking Action by DeAnn Huinker and Victoria Bill





School Development Plan – Year 2 of 3

School Goal:

Students will implement a solution-focused problem-solving approach, increasing their sense of safety and belonging.

Outcome:

Students will develop an understanding of self-awareness and learn skills to self-regulate.

Outcome Measures

- Student perceptions of having regulation strategies based on CBE Survey.
- Alberta Assurance Survey (Grades 4, 5, 6)
- Report Card Physical Education and Wellness (Kindergarten to Grade 6)
- Stem - Demonstrates skills to support the well-being of self and others
- Student perceptions with positive self-regulation (OurSchool Survey).

Data for Monitoring Progress

- Teacher perceptions about growth related to safety and education quality with their students.

Learning Excellence Actions

- Engage in rich oral language tasks to explore academic and social emotional learning.
- Utilize reading and writing purposeful tasks to deepen students' SEL competencies.
- Select age-appropriate texts that highlight diverse perspectives and the SEL competencies.

Well-Being Actions

- Implement Indigenous Pedagogy and use Talking Circle Protocol regularly (daily/weekly).
- Provide explicit instruction and modeling of Dr. Becky Bailey's Conscious Discipline model.
- Teach students about brain development and function in

Truth & Reconciliation, Diversity and Inclusion Actions

- Use inclusive, universal strategies to intentionally build Social-Emotional Learning (SEL) competencies across the entire school.
- Support the entire school community (staff and students) in understanding the value of Ethical Space.





response to stress, focusing on regulation techniques (Self-Awareness and Self-Management).

Professional Learning

- Maatoomsii'Pookaiks | Children First – Friday April 24, 2026, and System Professional Learning on Friday January 30, 2026, focused on Well-Being.

Structures and Processes

- Daily/Weekly Talking Circles
- Offering Smudge

VVS School Meetings

- Well-Being Team (Monthly)
- PLC meetings
- Grade Team meetings
- Collaborative Team Meetings
- Leadership Team
- SLTs
- Student Voice Meetings

Resources

- Valley View School Vision and Commitment Statements
- "Friendology" 101
- SEL Brightspace by D2L Shell
- CBE Indigenous Education Team**
 - Cultural Protocols
 - Value of Circles
 - <https://passthefeather.ca/sharing-circles/?v=e4b09f3f8402>
 - Circle: A Pedagogical Approach to Learning <https://insite.cbe.ab.ca/teaching/student-supports/indigenous-education/Documents/CircleFlatsheet.pdf>
- CBE Frameworks, Guiding Documents, Admin Regulations**
 - Indigenous Education Holistic Lifelong Learning Framework and Companion Guide
 - CBE Student Well-Being Framework and Companion Guide
 - CBE Continuum of Supports
 - Assessment and Reporting in CBE
 - AR 6006 - Progressive Student Discipline
 - AR 6005 – Student Code of Conduct
- Reference to Conscious Discipline by Dr. Becky Bailey:**
 - I Am**- becoming aware that something has triggered an emotion
 - I Calm**- breathing deeply and noticing emotions without judging them
 - I Feel**- identifying and naming the emotion
 - I Choose**- accepting the feeling and choose a calming activity to help me self-regulate





- **I Solve-** now in a calmer state, solve the problem that originally triggered the emotion

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CBE 2024-27 Education Plan



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School Development Plan – Data Story



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

Outcome one: Students will improve in phonological awareness and decoding skills.

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

Celebrations

The data indicates strong positive trends, particularly in the early grades and for segmented student groups:

- Kindergarten Improvement: Kindergarten students showed significant improvement in both literacy and numeracy report card indicators.
- Grades 1-2 Gains (Numeracy): Students in Grades 1 and 2 showed positive shifts in understanding and applying number concepts.
- Equity Success: English as Additional Language Learners are outperforming the general cohort in mathematics achievement at Grades 3–6.
- Increased achievement: "At-risk" students in Grade 1 saw a decrease in risk level for reading.

Areas for Growth

- Intervention: numeracy and literacy in Grades 2 and 3 show increased at-risk levels, requiring sustained, targeted support.
- Conceptual Understanding in Math: Students can recall facts and compute, but a deeper conceptual understanding of relationships and concepts is area of specific attention in Grades 3–6 (minimal change from June 2024 to June 2025).
- Pushing Proficiency: The percentage of students receiving a report card Indicator 4 decreased in both literacy and numeracy for grades 3-6 from June 2024 to June 2025, indicating a need to challenge students.
- Literacy Depth: There is a need to focus on improving student achievement from Indicator 3 to Indicator 4 in the report card section "Reads to Explore and Understand" for Grades 1 to 5.

Next Steps

- Strengthen Literacy Beyond Decoding: Bridge phonological awareness and decoding skills into vocabulary development and fluency development.
- Deepen Conceptual Understanding in Connection with Procedural Fluency in Math:
 - Emphasize multiple representations, reasoning, and justification through problem solving.



2024-25 SDP GOAL TWO: Students will implement a solution-focused problem-solving approach, increasing their sense of safety and belonging.

Outcome one: Students will develop an understanding of self-awareness and learn skills to self-regulate.

Celebrations

- There was a 35.7 percentage point increase in the number of students in grades 4-6 who identified a self-regulation strategy to use when they are feeling stressed.
- The school has seen positive outcomes in students' self-awareness and ability to support well-being, especially in kindergarten, with a 26 percentage point increase receiving 4's on the report card for "Demonstrates skills to support the well-being of self and others."
- There was a 14.8 percentage point increase in the number of students in Grades 1 to 6 who achieved a proficient rating (Indicator 3) in "Demonstrates skills to support the well-being of self and others."

Areas for Growth

Survey data points to a decline in perceptions of safety and peer relationships, alongside challenges in self-regulation:

- **Peer Relationships:** There is a 6.0 percentage point decline in students' perception of how well their peers treat them
 - Student perception of feeling safe decreased by 4.0 percentage points.
 - Overall staff and student perceptions of safety and peer relationships declined in the Alberta Education Assurance Measure (AEAM) survey.
- Students are aware of self-regulation strategies and will be working towards implementation

Next Steps

- **Strengthening Relationships and Safety:**
 - Continue targeted SEL Programs that focus specifically on relationship building, including empathy, self-awareness, communication, and constructive conflict management.
- **Enhance Emotional Regulation:**
 - Maintain consistent routines for regulation and dedicated SEL curriculum time.
- **Elevate Student Voice and Feedback:** Strengthen Regular Forums for Student Voice to discuss concerns, share ideas, and offer feedback on their school experience.

