

Mountain Park 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.

[Mountain Park School's SIRR 2024-2025](#)



**School Goal***Student achievement in literacy and sense of well-being will improve.***Outcome:***Student achievement in reading comprehension will improve.***Outcome (Optional)***Students will experience a greater sense of belonging through intentional opportunities for social-emotional development, cultivating inclusion and connection.***Outcome Measures**

- *ELA Report Card Indicator Achievement: Reads to Explore, Construct and Extend Understanding*
- *Report Card: Tracking a cohort of students receiving 2's and 3's in Reading Strand over a three-year trajectory (Current grade 8 students)*
- *Provincial Achievement Test – Grade 6 and 9 ELA: reading Comprehension*
- *OurSCHOOL Student Perception data metrics on school connection and belonging, as well as targeted Open-Ended questions*
- *CBE Student Survey (Well-being)*
- *AB Ed. Assurance Survey (Well-being)*

Data for Monitoring Progress

- *PowerSchool assessment – increased breadth across products, conversations and observations*
- *Staff Perception Data – greater comfort and capacity with 5 Assessment Principles and calibration of assessment practices*
- *CORE Vocabulary Screeners*
- *MAZE Reading Comprehension*
- *Collaborative Response Data – Continuum of Supports for student well-being*
- *Locally developed student well-being short survey temperature check*

Learning Excellence Actions

- *Use the Reading Assessment Decision Tree to guide next steps to support students.*
- *Build background knowledge and vocabulary prior to engaging with text.*
- *Build and analyze text sets to support multiple entry points.*
- *Utilize high-impact strategies to build reading comprehension across all disciplines.*
- *Apply consistent, timely, and specific formative assessment practices to move student learning forward.*

Well-Being Actions

- *Create intentional learning spaces with structures and processes that provide learners with a safe and respectful environment.*
- *Student Well-Being Action Team (SWAT), along with staff, will develop school-wide initiatives based on Middle School Well-being*
- *Provide feedback that moves learners forward – repeated opportunities for learners to practice and consolidate literacy skills and knowledge.*
- *Explicit instruction of Social Emotional Competencies to support*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide access to inclusive, linguistically and culturally diverse, and inviting texts.*
- *Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.*
- *Elevate ethical spaces in all classrooms, continue with Learning Lounge mornings (all learners) and build in monthly touchstone visits (Indigenous students)*
- *Explore both individual and collective identity*





- School-wide capacity building focus on disciplinary literacy, inclusive task design and strong assessment practices.
- Gather student feedback on learning tasks and texts.
- Small group RTI reading intervention groups

students individually and in social circumstances with the use of CASEL sample teaching activities

and belonging through structured opportunities that reflect and share stories.

Professional Learning

- System professional learning.
- ELA/ELAL Insite | Professional Learning.
- Assessment & Reporting Insite | Professional Learning.
- Indigenous Education System Professional Learning opportunities.
- Social Emotional Learning (SEL) Middle Years working groups.
- Dedicate targeted professional learning in response to increased classroom complexity.

Structures and Processes

Classroom

- Meaningful daily reading and writing tasks that span the content areas.
- Document and support instruction and learning in intentional ways (i.e. word/sound walls, anchor charts, sentence frames, clear criteria).
- Differentiated task design template and purposeful activators.

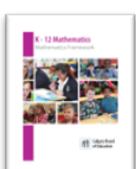
School:

- PLCs, Collaborative Response, Discipline Team Meetings
- Student Well-being Action Team (SWAT)
- Whole-school Social Emotional Learning (SEL) lessons delivered in homeroom time including opportunities for cross-grade relationship building.
- Streamlined literacy data collection process.
- School-wide continuum of support for wellness and literacy instruction.

Resources

- [Reading Assessment Decision Tree \(RAD\): Grade 4 – 12](#)
- [CBE Literacy Framework Scarborough Reading Rope](#)
- [Understanding Reading Grades 4-9](#)
- [ELA/ELAL Insite | Teaching Practices](#)
- [CBE Student Well-Being Framework and Companion Guide \(middle years\)](#)
- [Well Aware \(Carney, 2015\) and Doing Disciplinary Literacy \(Gabriel, 2023\) Book studies for Learning Leaders](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [Assessment and Reporting in CBE Guiding Principles along with extended guides in Insite](#)
- [UFLI and Word Connections for reading intervention](#)

School Development Plan – Data Story





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2024-25 SDP GOAL: Student achievement in literacy and sense of well-being will improve.

Outcome one: Student achievement in reading comprehension will improve.

Outcome two: Students will experience a greater sense of belonging through intentional opportunities for social-emotional development, cultivating inclusion and connection.

Celebrations

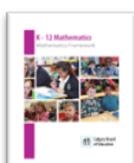
- Student self-perception of literacy strengthened according to the spring CBE Survey:
 - 93.15% of students report that they understand what they read; a 7.15% increase from last year.
 - 81.95% of students feel their reading and writing skills will help them achieve future goals; a 9.95% increase, indicating stronger literacy confidence.
- According to internal school comprehension data (CORE Maze), beginning-of-the-year results show an 8% increase in the number of current grade 8 students comprehending at or above grade level compared to their performance as Grade 7 students.
- Students' sense of seeing their culture reflected in the school increased by 12 percentage points based on the CBE Student Survey from Spring 2024 to Spring 2025.

Areas for Growth

- Strengthen reading comprehension for students performing below grade level, with attention to understanding increasingly complex texts.
- Expand students' engagement with culturally relevant and motivating reading materials to foster connection and curiosity.
- According to the Assurance Survey (Spring, 2025), 52.17% of students feel that their peers care about each other. This suggests a need to strengthen positive peer relationships and foster a more inclusive and supportive school culture.

Next Steps

- Strengthen students' reading comprehension by focusing instruction on vocabulary development, cross-curricular





connections, and strategies that support access to increasingly complex texts.

- Expanding the breadth and depth of access to culturally relevant and motivating reading materials.
- Continue to build intentional Social-Emotional Learning (SEL) through targeted homeroom activities and cross-grade initiatives, leveraging the Student Wellness Action Team (SWAT) to strengthen peer connections and foster a greater sense of belonging.

