



## Hidden Valley 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.

### Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Métis, 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

**Goal:** Student achievement in mathematics will improve.

**Outcome:** Students' oral language will improve through sharing their mathematical thinking in complete sentences.

## Celebrations

- *Significant growth in use of complete sentences when communicating mathematical understanding: 47.3% of students moved from “not yet” to “using” complete sentences*
- *Improved number of students meeting grade level expectations in mathematics; understands and applies concepts related to number, patterns, and algebra: increase of 0.8% in Kindergarten to Grade 2, and 3.1 % in Grade 3 to Grade 4*
- *Mastery of oral language increased in both our regular program and French Immersion program: 18% more students achieved mastery in Term 2*
- *Increase in confidence when sharing mathematical thinking in a complete sentence: 10% more students felt comfortable sharing their mathematical thinking in complete sentences in June compared to February*
- *All teachers felt confident using key instructional practices, such as Math Talks and the Neurolinguistic Approach*

## Areas for Growth

- *A small number of students continue not to achieve grade-level expectations in mathematics: between 4.0-7.4%*
- *Some English language learners made only incremental growth in speaking language proficiency during the school year*
- *Roughly one-third of students shared that they do not like learning math. Learning engagement survey results reveal that 70% of students said, “I like learning math.”*
- *Improving students' conceptual understanding of basic facts would support students' overall understanding of numbers*

## Next Steps

- *Increase engagement and participation in math through Explicit Direct Instruction and Engagement Norms*
- *6-week basic fact assessment cycles for all students to track incremental student progress*
- *Strengthen the connection between key instructional practices and checking for understanding through Harnessing the Science of Learning*

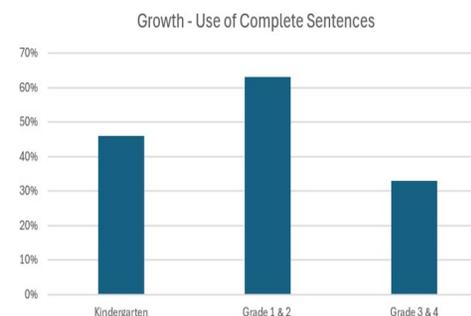
## Our Data Story:

Hidden Valley's 2024-2025 School Development Plan centered on improving achievement in mathematics, through developing students' ability to orally communicate their mathematical thinking in complete sentences. Effective oral language skill instruction requires students to engage in repeated oral practice in structured and familiar learning practices, such as Math Talks and the Neurolinguistic Approach, which is particularly important for our student

Percentage of students that met grade level expectation		
Mathematics – Report Card	Term 1	Term 2
<b>Kindergarten – Grade 2</b> Understands and applies concepts related to number and patterns.	91.8%	92.6%
<b>Grade 3 – Grade 4</b> Understands and applies concepts related to number and patterns.	92.9%	96%

population of immersion and English Language learners. Teachers added the practice of Structured Conversations early in the school year. Structured Conversations provided an intentional framework for student-to-student dialogue, which gave learners, especially those who are still developing language proficiency or confidence, explicit scaffolds for speaking, listening, and responding. These approaches enable teachers to model the consistent and explicit use of mathematical language, supporting the deliberate acquisition of precise and meaningful vocabulary. Using structured dialogue, such as sentence stems, turn-taking routines, and purposeful questioning, teachers ensure that all students engage meaningfully in academic discourse. These practices are grounded in well-scaffolded instruction and a learning environment that recognizes and values mistakes as integral to the learning process.

Through professional conversations, classroom observations, and student perception data, teachers noted that students were reluctant to orally communicate their mathematical knowledge and use specific vocabulary, which impeded their ability to show their depth of understanding and explain their reasoning with clarity and precision. To address this, teachers identified key practices that facilitated oral practice, (such as Math Talks, Neurolinguistic Approach (NLA), and Structured Conversations), observed peers' instruction, and increased diverse representation in math talk resources to deepen students' confidence and skill in using complete sentences and appropriate vocabulary to express their math understanding and actions. Additionally, teachers participated in professional learning about the NLA approach with two other elementary schools, whose School Development Plan shared a similar focus. Dr. Mueller (University of Calgary) led three professional learning sessions, expanding teachers' understanding of how the brain naturally acquires and processes language, as it prioritizes oral communication first, listening and speaking, because those are the brain's primary language systems. This makes learning feel more natural and lasting. The teachers also read *A New Paradigm for Learning of a Second or Foreign Language: The Neurolinguistic Approach* by J. Netten and C. Germain to solidify the neurolinguistic and cognitive research behind oral language. Namely, prioritizing oral communication development and a shift from explicit knowledge to implicit knowledge, that students must internalize



Report Card		Student Mastery
French – Oral Language	Makes meaning and connection through oral language	+4.0%
English – Oral Language	Speaks to communicate information and ideas	+3.7%

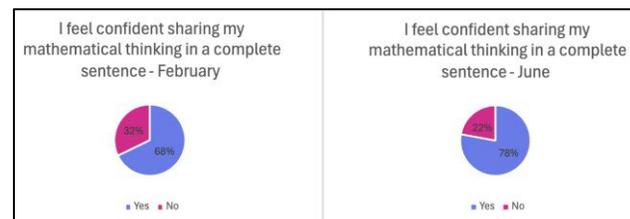
language structures through meaningful communication. In other words, this helped move our school from “learning *about* the language” to “learning *through* using the language.”

By the end of the year, measurable growth in communicating mathematical understanding using complete sentences, including key discipline vocabulary, was evident.

- Among the regular and French Immersion programs, approximately 10% more students showed mastery of concepts related to number, pattern (and algebra) at the end of the school year
- Most students maintained a well-developed understanding of speaking, in either “Regular – makes meaning and connections through oral language” or “French Immersion - speaks to communicate information and ideas”

Growth in student perception data showed that students overwhelmingly felt more confident communicating in complete sentences. This was confirmed by our Oral Language Assessment, which found that about 100 more students in Grades 1–2 and another 100 in Grades 3–4 used complete sentences when responding to a math problem posed by their teacher.

Furthermore, teacher confidence grew as they engaged in these new instructional practices that targeted students’ ability to speak about what they know in mathematics. Teacher perception data showed that all teachers showed growth in their ability to use Math Talks, the Neurolinguistic Approach, and Structured Conversations. Teachers began the year *planting seeds* as they explored these new instructional approaches. As their confidence and expertise grew, those seeds have *branched out*, taking root in everyday teaching and learning by June.



## Insights and Next Steps

Key instructional practices, such as Math Talks, NLA, and Structured Conversations, provided a rich learning opportunity for all students. These practices supported student growth in using oral language, as well as growth in understanding the concept of numbers. All three practices are grounded in the science of learning, which draws on cognitive science, neuroscience, and educational psychology, and they align with how the brain learns. This includes building schema and conceptual understanding, using language as a vehicle for thought, optimizing cognitive load and working memory, promoting formative assessment, creating opportunities for immediate corrective feedback, and supporting motivation, belonging, and engagement.

However, during this time, teachers observed that student achievement in mastery of basic facts was low. While Numeracy Screeners showed students' performance in these areas grew, the number of students identified at risk decreased only slightly. 21.28% of students in Grades 1-3 continued to be at risk on the overarching numeracy components (counting, naming, and value of numbers), 15% of students were at risk with additional basic facts, and 25% of students were at risk with subtracting basic facts. Anecdotally, Division 2 teachers showed that students made only moderate progress in the achievement of multiplication and division basic facts.

Teachers felt that expanding their repertoire of key instructional practices, like Math Talks, NLA, and Structured Conversations, to target basic fact achievement is necessary, which will result in students' overall achievement in mathematics improving. Drawing on Nathaniel Swain's *Harnessing the Science of Learning* to inform next steps, teachers will incorporate Explicit Direct Instruction (EDI) to strengthen students' understanding and automaticity with basic facts. Through a gradual release of responsibility, moving from teacher modeling to guided practice and then to independent application, students will have multiple opportunities to consolidate their learning. EDI emphasizes engagement norms, clear explanations, purposeful practice, and timely feedback, ensuring that students not only recall facts efficiently but also understand the conceptual relationships that underpin them. This intentional focus on both fluency and understanding will support greater accuracy, confidence, and flexibility in mathematical problem-solving.

## 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	Hidden Valley 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	<a href="#">Student Learning Engagement</a>	79.5	96.7	98.3	83.9	83.7	84.4	Very Low	Declined	Concern
	<a href="#">Citizenship</a>	75.3	85.7	92.9	79.8	79.4	80.4	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	84.8	90.7	95.3	87.7	87.6	88.2	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.4	93.4	94.7	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	<a href="#">Access to Supports and Services</a>	69.8	70.1	77.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	<a href="#">Parental Involvement</a>	76.5	67.7	79.4	80.0	79.5	79.1	Intermediate	Maintained	Acceptable