

**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

Monterey Park 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: Student achievement in literacy and mathematics will increase.

Outcome One: Students will be intellectually engaged in rich learning tasks.

Celebrations

- The percentage of students who achieved at a Good (Indicator 3) or Excellent (Indicator 4) level on their June report cards increased by 3% in reading, by 4% in writing, and by 2% in math concepts related to number and patterns.
- Students continue to indicate that their teachers care about them (96%), that their teachers want them to be successful (97%), and that they have trusted friends at school (90%).
- On the CBE Student Survey, 18% more students reported seeing their culture reflected in our school in 2025 compared to 2024.
- There is a school-wide understanding of what intellectual engagement looks like. Teachers and students regularly use the Monterey Park Engagement Continuum to assess engagement in both individual lessons and in subject areas as a whole.

Areas for Growth

- On the Alberta Education Assurance Survey, 39% of students indicated that other students follow the rules and 42% of students reported that most students respect each other during school hours.
- During one-on-one semi-structured end-of-year conversations, teachers indicated that they would like our professional learning to focus on restorative practices and trauma-informed teaching.
- Students and teachers are not yet routinely collaborating with each other to ensure learning tasks are rich and engaging.

Next Steps

- Teachers will use formative assessment data to provide targeted instruction in reading and math.
- Continue the work on building a welcoming, culturally aware school community where differences are recognized and celebrated. Focus on developing the story of who we are and who we want to be as a school.
- Increase staff knowledge related to restorative practices and trauma-informed teaching and learning

Our Data Story:

Monterey Park School serves students from the community of Monterey Park as well as students from Prairie Sky School in Skyview Ranch. Being an overflow school means that we welcome many students each year from Skyview Ranch and that many students leave us as space becomes available at Prairie Sky School. For example, during the 2024-2025 school year we registered 187 new students, and 101 students left to go to new schools. This does not include new Kindergarten students coming in or Grade 6 students leaving to go to junior high school over the summer. It is important to keep this in mind when considering our data as we are not always comparing the same students.

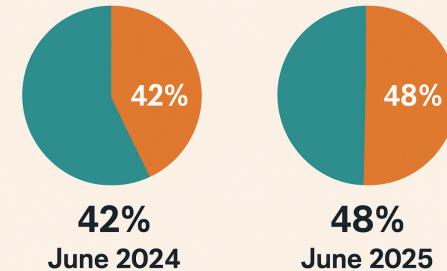
The student population at Monterey Park is becoming more diverse and more complex. In June 2025, 48% of our students were learning English as an additional language (EAL) compared to 42% in June 2024. Of these students, a greater proportion were just beginning to learn English (36% in June 2025 vs 31% in June 2024). The number of students who had severe learning, emotional or behavioural needs went from 56 students in June 2024 to 65 in June of 2025.

The 2024-2025 the Monterey Park School Development Plan centered on increasing students' engagement in their learning. Research shows that higher levels of intellectual engagement will lead to increased achievement in both literacy and mathematics. As Cathy Vatterott states in *Rethinking Homework* (2001), "When students are intellectually engaged, they are not only learning content but are also developing critical thinking skills, problem-solving abilities, and a deeper understanding of the material, all of which contribute to higher levels of academic achievement."

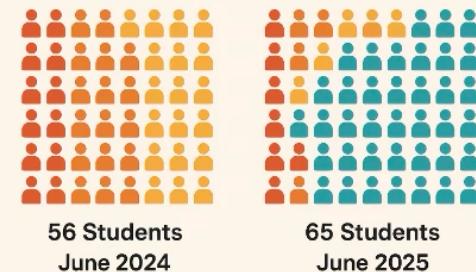
Based on the work of Amy Berry in *Reimagining Student Engagement* (2022), we created a continuum with the goal of developing a common understanding amongst students, teachers, and parents of what different levels of engagement look like in the

classroom. The Monterey Park Engagement Continuum was posted in all learning

English Language Learners



Students with Severe Learning, Emotional or Behavioural Needs



areas. It serves as a springboard for classroom discussions and as a tool for both teachers and

students to drive and assess student engagement

Monterey Park School Engagement Continuum

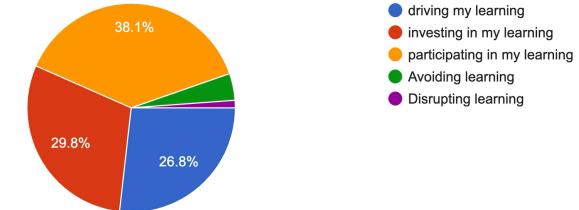


Teachers developed learning tasks with learning and engagement goals in mind. Students used the continuum to assess their engagement in particular lessons and in different subject areas. As shown on the charts to the right, a school-based survey conducted in June 2025, students indicated varying levels of engagement.

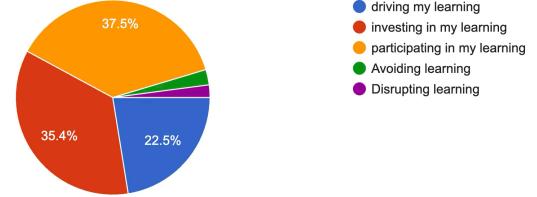
We also focused on increasing the sense of belonging felt by students at our school. When students feel like they belong and that they are an important part of the school, both individually and collectively, they are better able to engage in their learning. We promoted a culture of inclusivity and acceptance through the use of story. We used story to intentionally recognize and honour cultural, racial, economic, social, and physical diversity, including learning differences.

Professional development focused on learning more about how similar we are despite our differences. We sought to leverage the multicultural stories of our students to increase engagement. Current, culturally relevant, and interesting books were purchased for the library and classroom use. Students were encouraged to tell their

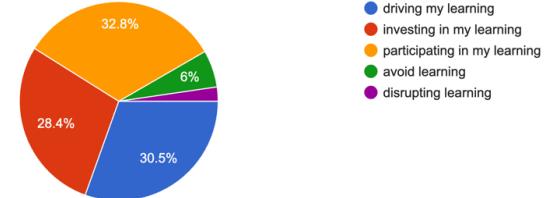
In reading I am...
433 responses



When writing, I am...
432 responses



During math I am...
433 responses



stories, to share family and cultural traditions in class. Cultures were celebrated in a variety of ways such as holding assemblies for Diwali

and Eid al-Fitr, carving pumpkins at Halloween, participating in a Christmas sing-a-long, using dreidels for math activities during Hanukkah, sharing Lunar New Year stickers, and having a mini powwow for National Indigenous People's Day. Families came into the school for many of these events. Feedback, both in-person and on our school-based year-end parent survey, was universally positive. On the Alberta Education Assurance Survey, the measure for parental involvement went from very low in 2024 to very high in 2025.

There was a definite impact on how students felt coming to school. Responses from a variety of student surveys demonstrate significant growth in engagement, well-being, and diversity and inclusion measures. For example:

Engagement

	June 2024	June 2025
I enjoy working on challenging problems in math.	63%	74%
I am able to stay focused even when less engaged.	64%	71%
Students are engaged in their learning at school.	65%	69%
I share my ideas and questions in math class.	76%	79%

Well-Being

	June 2024	June 2025
My teachers care about me.	92%	96%
Feels accepted by peers.	64%	73%

Truth & Reconciliation, Diversity, and Inclusion

	June 2024	June 2025
I can see my culture reflected in my school.	60%	78%
I feel included at school.	65%	70%

CBE Student Survey, OurSCHOOL Survey and Alberta Ed Assurance Survey



Our focus on increasing student engagement through rich learning tasks has had an impact on achievement. Report card data indicates small, but measurable improvements in the percentage of students who achieve at a Good (Indicator 3) or Excellent (Indicator 4) in reading, writing, and math. Three percent more students obtained a 3 or 4 on the report card stem *Reads to explore and understand* in June 2025 compared to June 2024. The increase in 3's and 4's on the stem *Writes to express information and ideas* was 4% and was 2% on the stem *Understands and applies concepts related to number, patterns, and algebra*. This is significant, especially when considered alongside the increasing complexity of our student population.

We also tracked the number of students who required extra support in reading, writing, and math. These supports could include measures such as extra or different instruction, modified academic expectations, more time to finish tasks, English language support, or behavioural interventions. Data teachers used to determine which students required extra support included classroom assessments, formative assessments, analysis of student work samples, and teacher professional judgement. Formal assessments used include: the Phonological Awareness Screening Test (PAST); the Rapid Automatized Naming screening test (RAN); the Letter Name-Sound Screening test (LeNs); the Castles Coltheart 3 screening test (CC3); Provincial numeracy screening assessments; the CBE Numeracy Screener, the Dynamic Indicators of Basic Early Literacy Skills – Maze (DIBELS); Words Their Way spelling inventories; and the Oral Reading Fluency (ORF).

Overall, the data we collected shows that students and teachers have a greater awareness of what high levels of intellectual engagement look like in a classroom environment, and that the sense of belonging and community at Monterey Park School has increased significantly. Gains in reading, writing and math have been small but measurable.

	READING		WRITING		NUMERACY	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
GRADE 1	37	32	37	34	37	32
GRADE 2	33	27	36	28	31	28
GRADE 3	33	26	36	34	23	24
GRADE 4	23	28	21	38	18	31
GRADE 5	21	22	24	34	24	28
GRADE 6	22	14	17	16	22	25

Percentage of Students Requiring Extra Support.

Teachers have been using pre-assessment data to guide classroom lessons. As a next

step, they will be working on using this data to provide targeted instruction to different students in reading and math in order to ensure all students are accessing instruction that is at their level.

During individual semi-structured conversations in the spring of 2025, teachers unanimously indicated that they felt the focus on engagement was worthwhile. They stated that students readily participated in conversations related to engagement and that they were eager to collaborate with students in designing rich and engaging learning tasks moving forward. We want to continue our focus on celebrating the diversity present within our school and ensuring student materials and lessons represent our population.

Student perception data indicates that students continue to have positive feelings about their teachers and have friends at school. They continue to have some difficulty with peer-to-peer interactions, especially with students who are not their friends; 38% feel that most students respect each other at school and 34% feel that students follow the rules. For the coming year, we will be focusing on the role that all students can play in preventing and resolving conflict amongst the few. Professional development sessions over the course of the year will be related to trauma-informed practices, restorative practices, and how to help students demonstrating inappropriate behaviour in a way that promotes learning and resolution for all.

Student Perceptions

38%



Most students
respect each other
at school

34%



Students
follow the rules

Areas for Growth from Alberta Ed Assurance Survey



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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	Monterey Park 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	86.2	79.7	85.2	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	75.1	59.5	71.4	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	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	88.1	90.8	91.7	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.2	70.2	78.4	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	76.8	68.9	75.8	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	82.5	54.4	65.2	80.0	79.5	79.1	Very High	Improved	Excellent