

# MOUNTAIN VIEW ACADEMY



Education Plan

2026-2029

# ACCOUNTABILITY STATEMENT

The Education Plan for Mountain View Academy, commencing May 31, 2026, was prepared under the direction of the operator and governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and governing body have used its performance results to develop the plan and are committed to implementing the strategies contained within the plan to improve student learning and results.

The operator and governing body reviewed and approved the 2026-2029 Education Plan on May 19, 2026. A signed copy is available for viewing at the main office.

**Ms. Jan P. Nikiforuk,**  
**Board Chair**

**Prepared by,**  
**Miss Colleen D. Ryan**  
**Principal**

# Education Plan Focus Area Number One

**Strategic Priorities:** Alberta's students are successful.

Alberta's K-12 education system is well-governed and managed.

**Assurance Domains:** Learning Supports/Student Growth and Achievement

## Key Insights from the Analysis of the Most Recent Results

- ◆ Our "Student Learning Engagement" outcome was maintained from the last reporting period and is holding at an overall 'acceptable' level.
- ◆ Our "Citizenship" outcome was maintained from the last reporting period and is holding at an overall 'good' level. A positive overall increase of 10% was observed in the Grades 4-6 cohort, while Grades 7-9 improved 4% in being "encouraged to help in activities that help people in my community." Finally, Grades 10-12 improved reporting in "students follow the rules and students help each other."
- ◆ Our "Access to Supports" outcome was maintained from the last reporting period and is holding at an overall 'good' level. However, there seems to be a disconnect between the questions of "is it easy to get help with schoolwork at your school if you need it?" and "When you need it, are teachers at your school available to help you?" Generally speaking, across the grade levels, there is a lower 'yes' response for the first question and then a higher 'yes' response for the second question. This seems contradictory.
- ◆ It should be noted that every Tuesday at 12:25pm a 'Homework Hotel' was available for students who needed help with homework. Grades 11 and 12 students ran the club to assist students in all core subject areas.

## Key Insights from Stakeholder Engagement

- ◆ Surveys and informal conversations with teachers and other stakeholders have revealed clubs and other extra-curricular activities have had a positive impact on school culture. Also, the "We Are Goal Getters" bulletin board has been a constant reminder to our school community of the good work being done in the school. New families visiting our facility have responded positively to our focus on helping the community. We were pleased to see more positive reporting from high schools students.

♦ When students were asked during a meeting about the question “Is it easy to get help with schoolwork at school if you need it,” the response was very different, depending on the grade level. 98% of Grade 7 and 8 students said it was easy to get help. The response from Grade 9 was very interesting. When students were reminded about the ‘Homework Hotel’ and whether they had been taking advantage of the help, many became very defensive and said that they shouldn’t have to give up their lunch hour outside for it. They also felt that they should not have to come in after school for extra help, even though it has been offered. Their main concern seemed to be that the teachers answer their questions immediately during class and that one explanation of a topic should be enough for mastery. If I were to hazard a guess, the Grade 9 students are finding out that the work gets harder in Grade 9 and they must, for the most part, put more effort into their work. Some are not interested in doing that and then deflect this annoyance towards their teachers. Students have been reminded that they must be advocates for their own success as well; it is not a one-way street.

### **Outcomes:**

- ♦ All students will participate in at least two fundraising initiatives each school year.
- ♦ Students will report an increase in their ability to model the characteristics of active citizenship.
- ♦ Teachers will report an increase in students modeling the characteristics of active citizenship.
- ♦ High school completion rates will be maintained. Our current rate is 100%, which is above the goal set in the 2026-2029 Alberta Education and Childcare Business Plan.

### **Measures:**

#### **Provincial Measures:**

- ♦ Safe and Caring Schools result from AEA (maintained for parents and teachers)
- ♦ High School Completion Rate results from AEA (currently excellent)
- ♦ Citizenship Measure History results from AEA (maintained for parents and teachers)

## **Local Measures: (Survey)**

- ♦ All students will participate in at least two fundraising initiatives each school year. (99% of students reported 'yes' on this year's survey.)
- ♦ Students will report an increase in their ability to model the characteristics of active citizenship. (97% of students reported 'yes' on this year's survey.)
- ♦ Teachers will report an increase in students modeling the characteristics of active citizenship. (97% of teachers reported an increase in this area and were able to provide specific examples of students modeling active citizenship on this year's survey.)

## **Strategies:**

- ♦ Continue to community-building activities, both in and out of school, with a focus on the Character Pillar of Citizenship.
- ♦ Continue "We Are Goal Getters" Bulletin Board so that students can see the monthly impact of their donations and the organizations that have been helped over the course of the year. It is hoped that it will be a source of pride for the students.
- ♦ Continue awarding Character Pillar Pins to recognize students exemplifying our character pillars.
- ♦ Continue "Leadership Club" which has proven successful in opening opportunities for students to volunteer.
- ♦ Continue "Big Brothers/Big Sisters" which has helped students work on interpersonal relationships.
- ♦ Continue our partnership with Enriched Academy to develop financial literacy for students. This corresponds to Alberta Education and Childcare Business Plan Goal Outcome 1, Key Objective 1.1.
- ♦ Expand our participation with Safe Gen to provide our high school students with access to workplace safety courses to meet the requirements of Alberta Education and Childcare Business Plan Goal Outcome 3, Key Objective 3b. Volunteer opportunities will also be expanded to expose students to diverse career options.

**Resources:**

- ♦ No new resources will be required; some incidental charges may come up from bussing students to volunteer events. The busses usually cost around \$500.00 per round trip.
- ♦ Continue Open Parachute Mental Health Program – Principal (Approximately \$1428.00/year)

**Final Comment:**

This measure focus will be continued into the 2026-2027 school year.

## Education Plan Focus Area Number Two

**Strategic Priority:** FNMI students in Alberta are successful.

**Assurance Domain:** Teaching and Leading

### **Key Insights from the Analysis of the Most Recent Results:**

Our most recent results indicated that 100% of staff are reporting they are being more intentional with infusing FNMI teachings and learnings into their lesson plans. This supports our commitment to the Calls to Action from the Truth and Reconciliation Commission.

### **Key Insights from Stakeholder Engagement:**

A recent survey with students indicated, 95% were able to recall FNMI material being taught in a class other than Social Studies. Students reported that the inclusion of FNMI materials was becoming more commonplace and for many students, was becoming an expectation in the classroom. Students are clearly internalizing the value of FNMI inclusion in their education.

**Outcome:** All teachers will have an understanding of how to apply their foundational knowledge about FNMI to benefit all students, so that students can develop an appreciation of Indigenous history and contributions in all areas.

### **Measures**

#### **Provincial Measures:**

- ♦ The overall percentage of students attaining the acceptable standard on the PATs and DIPs results, for all students and specific to self-identified FNMI students. (MVA currently does not have any FNMI students in this category.)
- ♦ The percentage of parents indicating satisfaction with the quality of education as measured by the AEA survey. (Maintained-overall report of 'excellent')

#### **Local Measures:**

- ♦ The percentage of teaching staff who have completed the ARPCD course or University of Alberta's Indigenous Canada course. (100%)

- ♦ Anecdotal reporting from students regarding what FNMI perspectives and experiences they have learned about, in classes other than Social Studies. (survey)
- ♦ Teacher reflections on specific examples of how they have addressed the details of the TQS competency in their classroom. (Informal conversations and surveys; teachers are well-versed in the importance of the competency.)

### **Strategies:**

- ♦ Teaching staff are required, as part of their contract with MVA, to complete the ARPCD Education for Reconciliation Professional Development series.
- ♦ Infuse classroom resources that accurately reflect and demonstrate the strength and diversity of FNMI groups.
- ♦ As a requirement for all Long-Range Plans, teachers of Math, Science and ELA will be required to infuse three examples of FNMI learning examples in their curriculum. Teachers will be directed to [fnmiprofessionallearning.ca](http://fnmiprofessionallearning.ca), a website which provides educators with supports and tools to facilitate professional learning and capacity building. Teachers will not be limited to just this site, but it will be presented as a strong option as it has resources for all grades and subjects. This will allow teachers to be able to access professional learning which will support the development of TQS competencies and the meeting of school goals.

### **Resources:**

- ♦ The school will fund the purchase of any FNMI resources that teachers feel would be beneficial in their classrooms.
- ♦ Various websites. (Only requires monthly internet fee.)

### **Final Comment:**

This measure focus will be continued into the 2026-2027 school year. Although MVA does not have any self-declared First Nations, Metis and Inuit students, we are committed to supporting the implementation of the Truth and Reconciliation Commission recommendations.

## Education Plan Focus Area Number Three

**Strategic Priority:** Alberta has excellent teachers, school leaders, and school authority leaders.

**Assurance Domain:** Student Growth and Achievement

### **Key Insights from the Analysis of the Most Recent Results:**

Overall Grade 6 PAT analysis indicates that MVA earned 81.8% in the ‘Acceptable Standard’ category, which bested the province which earned 79.2%. In the ‘Standard of Excellence’ categories, MVA fell behind the province earning 9.1%. Seven of our students who wrote the exam were EAL students.

Overall Grade 9 PAT analysis indicates that MVA earned 75% in the ‘Acceptable Standard’ category, which bested the province which earned 62.5%. MVA fell behind the province earning 5.9% in the “Standard of Excellence” category. One student was listed as EAL in Grade 9. The drop in the “Standard of Excellence” category was due to low Math achievement scores.

It should be noted that the Alberta Education and Childcare 2026-2029 Business Plan indicates a goal of 70.2% for “Acceptable Standard” results for the Grade 9 ELA PAT. MVA earned 82.4%.

Math 9 continues to be an area of concern; however, we were only 5% below the provincial scores. The provincial scores were very low as well, which indicates math is an issue in many schools. Strengthening core math skills will continue to be a focus. In fact, a noon-hour tutoring club was organized by Grade 12 students this year to assist younger students. Sadly, very few students took advantage of the help. In ELA 9, our students beat the province in the ‘Acceptable Standard’ category with a score of 82.4% versus the provincial score of 69.5%. Clearly, the reading interventions being put in place in the early grades are paying off as students move through our program. 100% of our students earned ‘Acceptable Standard’ in Social 9, again besting the provincial scores significantly. Finally, Social Studies 9 also beat the provincial scores in the ‘Acceptable Standard’ category by over 10%.

Diploma course achievement continues to vary. Our overall measure evaluation is ‘Issue’ in the ‘Acceptable Standard’ category and a ‘concern’ in the ‘Standard of

Excellence' category. However, the province only scored 81.5% versus MVA's score of 78.3%, so I question the 'Issue' label. Math 30-1 continues to be an area of weakness. Most students do not have the acceptable prerequisite numeracy skills or the diligent focus required to be successful in the course, but are expected to take it by their parents, despite our advice against it. It is our sincere hope that with the upcoming curriculum redesign, the Grade 12 Math curriculum will better reflect the more functional Math needs of most students, rather than the elite knowledge needed only by students entering engineering and medicine. However, as long as we are still playing 'catch up' with missed numeracy skills, success in Math will continue to be a challenge. On a positive note, our Biology 30 students scored a higher 'Acceptable Standard' than the province for the second year in a row.

To continue to reduce the gap between the 'School Awarded Mark' and 'Diploma Awarded Mark,' MVA has again restructured our test retake policy to limit the number of retests students can take per semester. By doing this, we believe chances of 'grade inflation' will be largely reduced. It continues to be an area of focus.

### **Key Insights from Stakeholder Engagement:**

Stakeholders continue to report the vital importance of mastering reading and expect this focus to be at the forefront of MVA practice. Teachers are reporting that even the students who are reading at grade level upon initial testing, often decline if reading is not practiced continually. Read Theory scores support this concern. It is worth noting that in a recent sampling of parents, 50% reported that they frequently read with their child at home, but sadly, only two parents responded and those parents are part of the Parent Advisory Council. Informal conversations with parents indicate many do not monitor homework completion, despite many conversations with teachers regarding how important practicing key skills at home is for student success.

**Outcome:** All students who have been identified as needing reading interventions are being provided with extra support.

### **Measures**

#### **Provincial Measures:**

- ♦ The percentage of students in Grade 9 attaining the 'Acceptable Standard' was 12.5 % ahead of the province and the 'Standard of Excellence' on the Provincial English Language Arts PAT was the same as the province

- ♦ The percentage of parents indicating satisfaction with the Quality of Education as measured by the AEA survey. (90.1% 'Excellent')

### **Local Measures:**

- ♦ Percentage of students in both Grades 6 and 9 who are reading at grade level or one grade below grade level according to school common assessment results, including Fountas and Pinnell testing and Read Theory testing. Instruction throughout the year has included weekly reading comprehension lessons/strategies, weekly Read Theory practice and guided novel study.

For Grade 6 students, September tests showed 71.4% of students were reading at grade level, 1% were below, but only by one grade, and 1% were above. May scores showed identical scores. For the student who is not reading at grade level, a major factor is attendance. He has missed 25% of school this year and does not speak English at home.

For Grade 9 students, September testing showed 29% of students reading at grade level, 65% reading below grade level and 6% were reading above grade level. May testing showed that 12% are now at grade level, 6% are below and 76% are above. This year, students participated in Read Theory during class and for weekly homework. Two large scale reading competitions were held as well. Students completed weekly reading strategy lessons and by the end of June, will have worked through two guided novel studies. Each week students engage in a reading strategy and challenge lesson and a class focused on reading passages and comprehension. The lack of reading at home on a regular basis is limiting student success. The majority of these students do not read outside of class time unless it is required for an assignment. Although gains are being made, so much more could be done if students would practice outside of school and students freely admit they do not.

- ♦ Literacy Assessments: A small sample size has made interpretation of results more challenging this year. For example, our Kindergarten group consists of three students, one student is EAL and only one student is working at grade level. Furthermore, this is the first exposure our youngest students have had to standardized testing, which could have impacted our results. The LENS score was the highest for our Kindergarten group, with 67% scoring above average. This speaks to our targeted interventions and our continued teaching focus on foundational phonics skills. Students still require work on the PAST test, as automaticity has not been mastered. To improve on this assessment there will need

to be more work on segmenting and sounding words out and make and break words is a strategy we will continue using during our intervention time, as well as keeping it a part of daily instruction.

Students from Kindergarten to Grade 3 are still struggling with the CC3 irregular and non-words. To combat this, more structured phonemics instruction will be added next year. Overall, a continued challenge faced is the fact that the majority of students do not read consistently at home. Clearly, if students are not practicing what they are learning, it will be difficult for them to demonstrate mastery.

Furthermore, the majority of our students do not speak English at home, which further impedes mastery. 20 students in the testing cohort have been identified at EAL.

♦ Numeracy Assessments: The most interesting discovery this year was with the ‘Addition and Subtraction’ section of the test. Our testing coordinator noticed that many of our younger students are still in the processing stages and many have not mastered the material. The fact that this is a timed test was a barrier to success. To help prepare students for success, teachers will begin implementing short, timed tests so that students can have more practice in a ‘test’ situation and can become more comfortable and efficient at manipulating numbers in their heads. Grade 4 students struggled with the ‘Fractions’ portion of their assessment, likely because it is still a concept they are developing fluency in. The Grade 4 teacher mentioned that she started Fractions too late this year, and will be changing up her year plans for next year so that students have more practice. MVA will invest in more high quality manipulatives to assist students to master Math concepts. On a general note, students do not practice their multiplication/addition tables consistently at home and thus, their recall speed is slower and this impacts their results.

### **Key Insights from Stakeholder Engagement:**

♦ Percentage of staff that feel the supports they are offering, and the strategies in place, are having a positive impact on student growth as measured by a staff survey. (100% of staff reported the supports are helping student growth.)

### **Strategies:**

♦ Teachers will incorporate a leveled reading program for all students in Grades 1-9.

♦ K-4 students continue to be broken down into smaller groups for Literacy support. The primary focus will be on improving in specific areas of weakness in

the CC3, PAST and LENS tests. At risk elementary students will also continue working on reading comprehension strategies.

- ♦ A more structured approach will be implemented for English Language Arts in Grades K-9, ensuring that all programs include phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.

**Resources:**

- ♦ Raz Kids/Read Theory online subscriptions to be maintained. (Principal/\$250.00 per year)
- ♦ Expand Read Theory teacher access to ‘Premium’ to enable teachers to be able to assign specific, grade appropriate passages to students and access richer data for teachers. (Principal/Approximately \$200.00)
- ♦ Continue using SRA reading assessment for Middle School.
- ♦ LENS/CC3/PAST/RAN testing for elementary students in September and May; ‘at risk’ students will be placed in a smaller cohort for more personalized attention.
- ♦ Part-time teacher to work with students identified as ‘at risk’ and EAL students.

**Final Comment:**

This measure focus will be continued into the 2026-2027 school year.

# Education Plan Focus Area Local Priority

**Local Priority:** Bridging the gap between student achievement and well-being.

**Assurance Domain:** Safe and Caring Schools

## Key Insights from the Analysis of the Most Recent Results

♦ AEA results show MVA has ‘Maintained’ its score in this category. However, there will always be improvements that can be made.

## Key Insights from Stakeholder Engagement

♦ Conversations with students revealed some interesting comments. Grades 7 and 8 students still stated that moving from the comfort of having one main teacher in Grades 5/6 to several teachers was challenging for them. The expectations of them have increased, which often led to tension between students as they expressed their frustrations. By Grade 9, students reported that they had become used to the new systems and expectations and had learned more positive coping strategies to deal with conflict.

## Outcomes:

♦ By continuing to use the Open Parachute program to improve problem-solving strategies and interpersonal conflict, we hope the reports will increase in positivity.

## Measures

### Provincial Measures:

♦ Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. (We ‘maintained’ our standing as ‘good.’)

♦ Improvement in PAT and DIP scores over the next three years. (We are beginning to see success in our ELA scores; Diploma scores are slowly narrowing the gap between school awarded mark and diploma scores, but there are still some outliers. This is an ongoing focus for us.)

## **Local Measures:**

- ♦ Teacher survey reports of overall improvement in student achievement and engagement. (Teachers are still reporting that engagement remains a challenge and without engagement, increase in achievement will not follow. Teachers have commented that students are spending too much time on devices and as such, it is hard to keep them engaged in the classroom.)
- ♦ Student survey reports that they feel safe at school and welcome at school. (Scores are slowly improving at the high school level. More work will need to be done in middle school.)

## **Strategies:**

- ♦ Continue with Leadership Club, which will allow students voice and choice.
- ♦ Continue “Skills for Success” resources to assist students, even in younger grades, to build capacity in areas of growth mindset, kindness, service, time management and respect.

## **Resources:**

- ♦ Continue Open Parachute Mental Health Program – Principal (Approximately \$1428.00/year)

## **Final Comment:**

Reporting on this measure focus will conclude this year. Our next local focus will be on the connection between attendance and achievement.

## Education Plan Engagement of Stakeholders

Mountain View Academy takes pride in engaging its stakeholders in order to obtain fresh ideas and guidance regarding school improvement. Stakeholders consulted included our Board of Directors, students, families, and our Parent Advisory Council. The methods used included surveys and conversations. The majority of the feedback was positive regarding the gains being made in literacy and numeracy. Parents and members of the Parent Advisory Council did request more clubs for students that focused on life skills. As a result, a cooking club for elementary and middle school students was started. Other stakeholders suggested more 'hands on' activities such as knitting or horticulture.

This year, stakeholders reported a continued desire for MVA to focus on literacy and numeracy, as well as a focus on continued professional development in the area of student engagement and student regulation. This will be done through Dr. LJ Duckworth's programs "The Unbreakable Teacher" and "The Aligned Framework" at a cost to the school of approximately \$3500.00.

# Summary of Financial Results

## Audited Financial Statements for the year ending August 31, 2025 – Summary of Highlights

- The Society had an Operating Surplus of \$341,564
- Alberta Education funding increased by \$63,311 based on the 2-year AEM model.
- Increased enrolment resulted in a tuition revenue increase of \$60,612 over 2023-2024.
- Funded bursaries from the Prosser Foundation for an additional fourteen students resulted in a \$65,976 increase in Gifts & Donations over the previous year.
- Certificated Salaries increased by \$37,095 over 2023-24, because of merit-based salary increases.
- All other operating expenses increased by \$38,246.

## Budgeted Financial Statements for the year ending August 31, 2026 – Summary of Highlights

- Anticipated Operating Surplus of \$88,214 based on the 2025-2026 approved budget.

## Significant Business and Financial Risks

- The school's ability to operate is highly dependent on:
  - Maintaining adequate student enrolment
  - A robust local economy
  - Consistent government funding at current levels
  - Reliance on donations to fund student bursaries

Alberta Education has implemented the Adjusted Enrolment Measure (AEM) funding framework, which uses a 2-year weighted average for enrolment numbers.

Inflation in the cost of daily living may affect parents' ability to make previously agreed tuition payments.

For interested school parents, the complete Audited Financial Statements are available for viewing in the Administrative Office.

## Budget Highlights

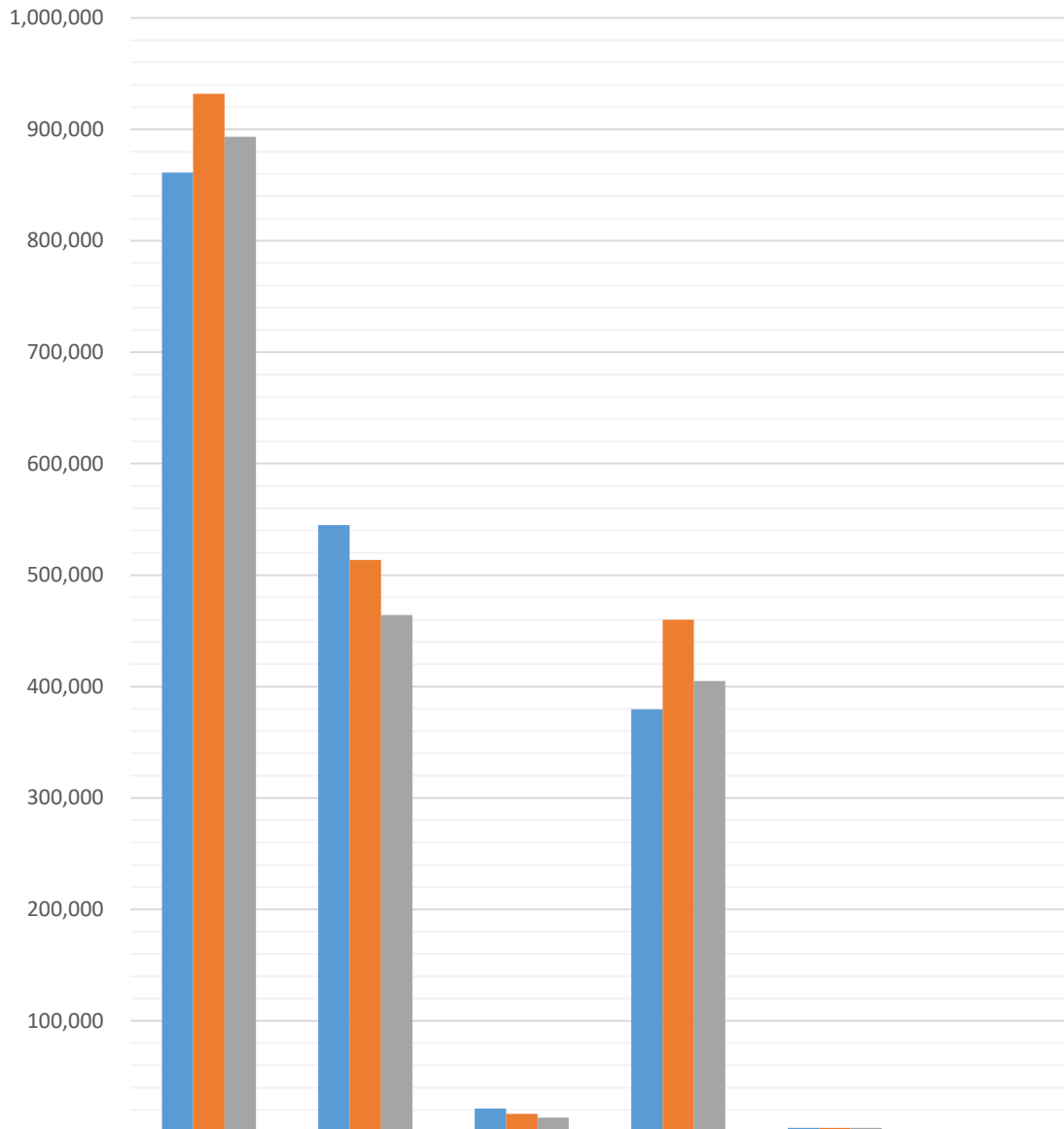
- Based on the approved budget reflecting enrolment of 127 funded students in 2026-2027, the Academy would operate at a \$97,012 surplus.
- Alberta Education funding is the amount communicated in the Society's Projected Operational Funding as of March 2026 profile prepared by the Funding Analysis and Analytics Branch of Alberta Education.
- There is no increase in the school's tuition fee schedule for 2026-2027.
- Total instructional and non-instructional fees are budgeted at \$477,104, which is \$52,850 less than 2025-2026 budget due to a reduction in enrolment. However, some of these differences could be made up before the school year begins by late enrolments.
- Gifts and Donations are the results of eighty-one successful applications to the Parents Choice Bursary Program.
- Salaries were increased to maintain and attract qualified staff.
- Building lease cost will be unchanged based on the lease agreement effective July 1<sup>st</sup>, 2025.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation and enrolment.

For interested school parents, the complete Budget Report is available for viewing in the Administrative Office.

## Revenue

- Alberta Education Funded Enrolment for 2024-25 was 143.
- Non-instructional fees include Admin and Finance Fees.
- Gifts and Donations are the results of successful applications to the Parents Choice Bursary Program.

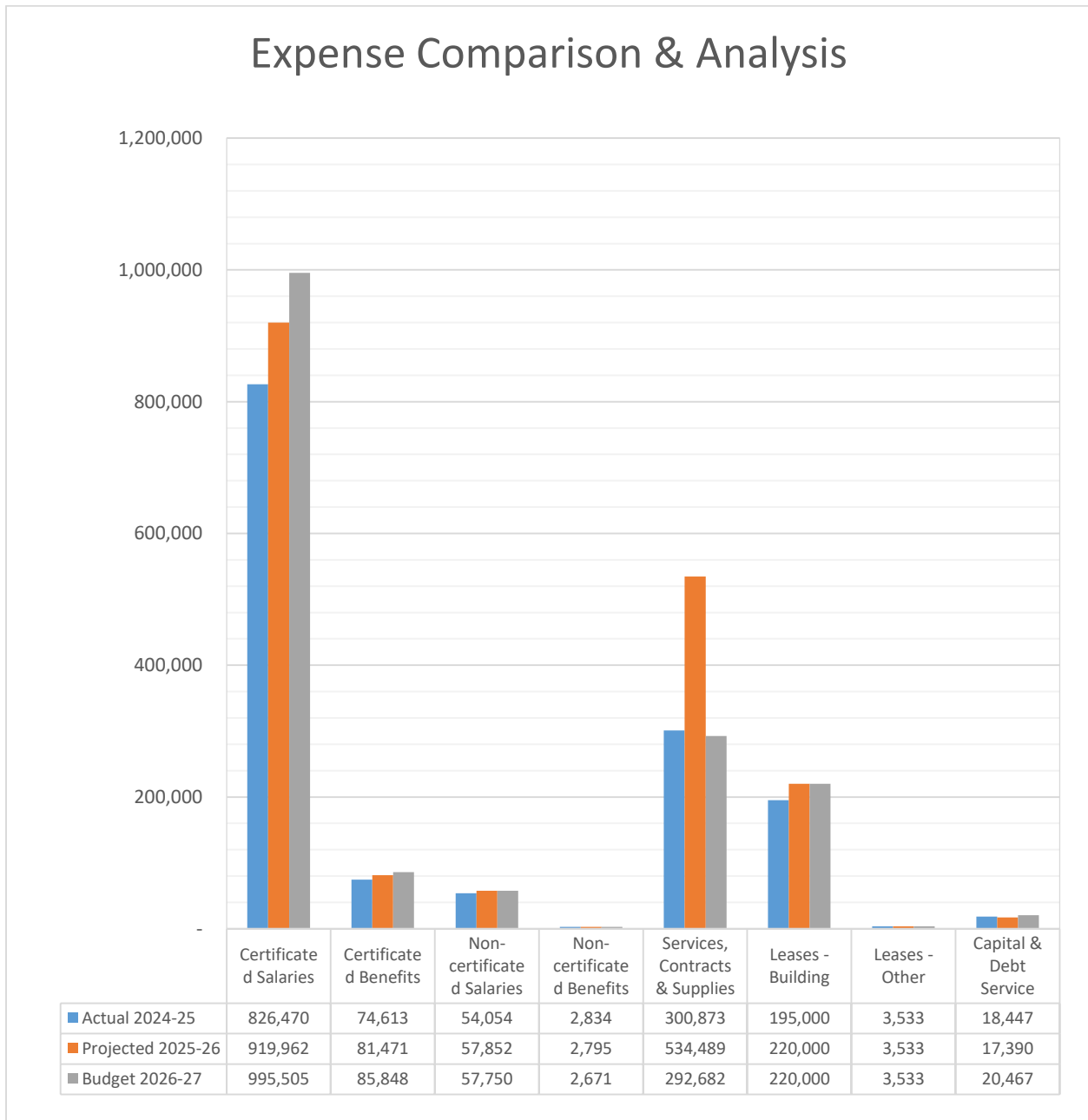
## Revenue Comparison & Analysis



	Alberta Education	Instructional / Tuition Fees	Non-instructional Fees	Gifts & Donations	Amortization of Cap Allocations	Other
Actual 2024-25	861,278	544,944	21,075	379,550	3,966	-
Projected 2025-26	931,786	513,574	16,380	460,000	3,966	-
Budget 2026-27	893,365	464,124	12,980	405,000	3,966	-

## Expenses

- 2026-2027 Certificated Salaries increased to maintain and attract qualified staff.
- Services, Contracts and Supplies are forecast based on historical trends, adjusted for inflation and enrolment. 2025-26 includes additional costs for security camera installation and playground surface replacement.
- The building lease was renewed on July 1, 2025, at \$17,500 per month.



### Yearly Comparison of Operating Surplus/Deficit

