



The Hamptons School

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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.

School Improvement Results Report 2024-25

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 Plan – Year 2 of 3

School Goal

Student achievement in literacy and mathematics will improve.

Outcome:

Students will improve their written communication through responsive teacher feedback.

Outcome:

Students will improve their literacy skills, mathematical fluency, and their conceptual understanding, through a focus on explicit mathematics instruction and modeling.

Outcome Measures

- Provincial Assessments Gr. 1-3 (CC3, LeNS, RAN, Numeracy)
- Report Card Data – Writing Stem
- Report Card Data – Number Stem
- Professional Learning Data for Professional Learning Surveys (Collaboration with Terrace Road and Silver Springs School) regarding impact on professional growth to support: teacher clarity of learner outcomes, learning intentions and success criteria within the new curriculum.
- Our School Survey
- AEAS Data

Data for Monitoring Progress

- Professional Learning Community Data
- Collaborative Response Meeting Data
- Teacher perception data – confidence in implementing UFLI, structures/processes, and resources.
- Weekly University of Florida Literacy Institute (UFLI) and Words Their Way student check-ins
- EAL Benchmark Analytics
- Intervention Data-Tracking Sheet
- Visibility of learning intentions and success criteria in the classroom to support student ownership and personalized goal setting
- Student, Parent and Teacher Perception Data

Learning Excellence Actions

- Explicit Instruction using UFLI program to improve phonological awareness and decoding text.
- Use and reference mentor texts, writing exemplars and math exemplars (examples and non examples), and success criteria to support students with writing and mathematics.
- Utilize flexible groupings for specific learning needs for reading, writing, and math.
- High impact strategies to explicitly teach and support idea development,

Well-Being Actions

- Staff Book Study: A Little Spot of Feelings and Emotions
- Teachers will engage with the Collaborative Response Model for Social and Emotional Learning to help students identify their learning strengths and areas for growth to increase writing and math competence and confidence.
- Increase school well-being and connectedness by engaging in processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.

Truth & Reconciliation, Diversity and Inclusion Actions

- Heart – To Belong: Family of schools: connections with local area schools have been established to strengthen holistic approaches to teaching and learning.
- Mind – To Know: Response to Intervention: use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
- Empower students to have voice in learning





- 6 Week Planning Cycles
- Student Survey

and assessment through better understanding learning intentions and co-created success criteria

- Utilize and provide access to inclusive, diverse and inviting texts.
- Utilize tier one supports such as manipulatives, visual models.

Professional Learning

- Implementation of new Social Studies Curriculum and participating in System Professional Learning and collaborative work with Silver Springs and Terrace Road School to support literacy instruction and calibrate learning assessments
- CBE D2L Brightspace SEL (Social Emotional Learning) for well-being resources
- Staff Book Study: A Little Spot of Feelings and Emotions by Diane Alber
- Indigenous Education Insite Page

Structures and Processes

- Collaborative grade team planning time.
- PLCs to calibrate and analyze student learning evidence.
- Collaborative Response Meetings
- Student Learning Team Meetings
- Participating in CBE K-6 System-wide Professional Learning and collaboration with Terrace Road School and Silver Springs School.
- Involve our School Council/Parent Society in funding and acquisition of culturally diverse resources for our Learning Commons.
- Administer the CBE Student Survey organization and editing
- Continuum of supports for tiered intervention

Resources

- ELAL K-3 Scope and Sequence
- UFLI Foundations Resource
- Heggerty Phonological Awareness Resource
- Words their Way
- Leadership Package for CBE K-6 System-wide Professional Learning.
- CBE Literacy Framework
- CBE Indigenous Education Holistic Lifelong Learning Framework
- CBE Student Well-Being Framework
- CBE Companion Guides
- CBE D2L Brightspace SEL for Well-Being
- CBE EAL D2L Brightspace
- Assessment and Learning in the CBE documents
- Book: A Little Spot of Feelings and Emotions by Diane Alber
- Sit Spots and Hamptons Amphitheatre



School Development Plan – Data Story

Goal One: Student achievement in literacy and mathematics will improve

Outcome One: Students' will improve their written communication through responsive teacher feedback

Outcome Two: Students' will improve their mathematical fluency and conceptual understanding will improve through a focus on explicit mathematics instruction and modeling.

Celebrations

- Students identified as requiring additional supports fell by 28.33% and 7% in Lens and CC3 respectively
- 90% of our students feel accepted and valued by their peers
- 100% of our parents agree that students are engaged in their learning
- In writing, 24.18% of our students achieved an indicator of four on the report card
- The introduction of grade five students to the school community
- The creation and installation of an amphitheater for sit spots and other outdoor learning opportunities.

Areas for Growth

- Decrease the number of 1s on the report card
- Improve student perception of writing identity, ability and necessity across the disciplines
- Decrease the percentage of children experiencing resilience and mental health challenges
- Improve student conceptual understanding of number
- Increase the number of students reporting they are engaged with their learning

Next Steps

- Use common rubrics and P.L.C. protocols to assess common writing tasks to uncover trends and areas of need common to our school and grade groups of learners
- Continue to utilize the Amphitheatre to explore outdoor learning opportunities and sit-spots
- Ensure commitment to Truth and Reconciliation by focusing on the Heart Domain – to belong, and acknowledge indigenous calendar, events and celebrations
- Continue professional learning with Terrace Road and Silver Springs Schools
- Utilize A little Spot Feelings to assist students in learning to decrease/manage their anxiety, and increase their feeling of resilience
- Using manipulatives, visual models and open-ended tasks to build conceptual understanding in mathematics
- Continue to enhance students' writing skills in an interdisciplinary manner so that students can become drivers of their learning.

