

The Hamptons School

10330 Hamptons Blvd NW, Calgary, AB T3A 6G2 t | 403-777-7300 f | 587-933-9908 e | hamptonsl@cbe.ab.ca

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 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

We have used data from provincial screeners and assessments including the LeNS, CC3 and Numeracy Assessments to guide our planning for the upcoming academic year. Additionally, we have used local school learning data including report cards, Alberta Education Assurance Measures, the OurSchool Survey and teacher survey data. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

LeNS Assessment – Changes in not at-risk population

Grade 1	25% less students at-risk
Grade 2	67% less students at-risk

CC3 Assessment – Changes in not at-risk population

	Regular Words	Irregular Words	Non-Words
Grade 1	57% less students at-risk	43% less students at-risk	57% less students at-risk
Grade 2	50% less students at-risk	62% less students at-risk	50% less students at-risk
Grade 3	44% less students at-risk	55% less students at-risk	78% less students at-risk

Numeracy Assessment – Changes in not at-risk population

Grade 1	16% less students at-risk
Grade 2	44.4% less students at-risk
Grade 3	0% no change in at-risk Population

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

**Report Card Data**

ELAL Stem: Reads to Explore and Understand

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	5.56%	14.81%	25.93%	48.77%
June 2024	7.5%	8.12%	30%	50.62%
Variation	-1.94%	-6.69%	+4.07%	+1.85%

ELAL Stem: Writes to Express Ideas

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	5.56%	25.31%	40.74%	21.6%
June 2024	8.75%	16.88%	46.88%	23.12%
Variation	-3.19%	-8.43%	+6.14	+1.52%

Math Stem: Understands and applies concepts related to number, patterns (and algebra)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	3.65%	10.94%	30.21%	53.12%
June 2024	4.97%	9.94%	30.39%	52.49%
Variation	-1.32%	-1%	+0.18%	-0.63%

Math Stem: Understands and applies concepts related to measurement, geometry (and statistics)

	Indicator 1	Indicator 2	Indicator 3	Indicator 4
June 2023	2.08%	8.85%	32.81%	53.12%
June 2024	3.87%	7.18%	37.02%	45.86%
Variation	-1.79%	-1.67%	+4.21%	-7.26%

After analyzing our English Language Arts and Literature and Mathematics report card data at a deeper level along with classroom assessments, Professional Learning Community and Collaborative Response Data, we found that there are more students who are not meeting grade level or achieving at the 2 (basic) indicator for writing, as compared to reading. We also found that achievement in written expression is also impacting students in other subject areas, including science and social studies. Additionally, we noted that we wanted to continue our focus on mathematical fluency and conceptual understanding to increase the outcomes for the Math stems above.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as positive relationships and self-regulation/anxiety require greater focus.

Results from OurSCHOOL – Percentage of Students with moderate or high levels of anxiety

	Agreement Percentage
2022 - 2023	8%
2023 - 2024	19%
Variation	11% Increase in students indicating moderate or high levels of anxiety

Results from OurSCHOOL – Percentage of Students in Agreement that they have positive self-regulation

	Agreement Percentage
2023 – 2024	81%
2024 – 2025	76%
Variation	5% decrease in students indicating they are regulated





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 35% of our students identified as English as an Additional Language learners and 12% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had an impact on student well-being and our sense of community at The Hamptons School. Continuing to prioritize Indigenous Authors/Creators and Knowledge Keepers, and spending time with cross-grade buddy groups provided teachers with valuable opportunities to connect with students.

Based on teacher and student feedback, this year we are focusing on the Heart Domain – To Belong, to create further connectedness across the entire school population as part of our commitment to Truth and Reconciliation as well as its connections to Well-being. We also will be collaboratively planning in Grade Teams how to learn from and connect to the land and use sit spots in our new outdoor learning space.





School Development Plan – Year 1 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 mathematical fluency and conceptual understanding will improve through a focus on explicit mathematics instruction and modelling.

Outcome Measures

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

Data for Monitoring Progress

- Professional Learning Community Data
- Collaborative Response Meeting Data
- Teacher perception data – confidence in implementing UFLI
- 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, organization and editing.

Well-Being Actions

- Staff Book Study: Reclaiming Our Students by Hannah Beach & Tamara Neufeld Strijack
- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) 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 are established to strengthen holistic approaches for 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 and assessment through better understanding learning intentions and co-created success criteria.





- Utilize and provide access to inclusive, diverse and inviting texts

Professional Learning

- Implementation of New Curriculum and participating in System Professional Learning and collaborative work with two other schools (Silver Springs School 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: Reclaiming Our Students by Hannah Beach & Tamara Neufeld Strijack

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

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: Reclaiming Our Students by Hannah Beach & Tamara Neufeld Strijack

