



## Huntington Hills School

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### 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 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.

[Link to School Improvement Results Reporting 2024 2025](#)





## School Development Plan – Year 2 of 3

### School Goal

*To continually increase the number of students achieving excellence in reading comprehension.*

### Outcome:

*Through targeted instruction, student achievement in reading comprehension will improve.*

### Outcome Measures

- Report Cards
- PAT's
- Alberta Assurance Survey
- Alberta education Assessments

### Data for Monitoring Progress

- ☐ Alberta Education's assessments
  - LeNS
  - CC3
  - PAST
  - RAN
  - Decision Tree
    - Dibels ORF,
    - Core Vocabulary
    - Words Their Way
- ☐ Our School Survey
- ☐ Collaborative Team Meetings

### Learning Excellence Actions

- Six comprehension strategies:
  - Sequencing
  - Connect
  - Question
  - Visualize
  - Transform
  - Infer
- Teachers will use data from assessments to create small groups for direct targeted instruction on a specific area of need
- Small groups run for 4 to 6 weeks and will be followed in Collaborative Team and Collaborative Response Meetings during the cycle.

### Well-Being Actions

- Students will develop a deeper understanding of each month's designated teaching.
- Direct instruction of wellbeing strategies and vocabulary
- Learning Sprint formalized in Collaborative Team and Response meetings.

### Truth & Reconciliation, Diversity and Inclusion Actions

- Students will see themselves represented within the reading resources and materials available.
- Explore, build, and apply an understanding of Indigenous community values such as love, honesty, truth and respect, through the Seven Sacred Teachings in monthly school assemblies.
- Monthly teachings on one of the 7 Sacred Teachings based on the Indigenous lunar calendar. This aligns with our TRC 2025 2026 commitment as well as the Indigenous Education Holistic Lifelong Learning Framework's Heart domain: Indigenous Values, Languages and Culture.



**Professional Learning**

- Adrienne Gear
  - Reading Power
- System Professional Learning Days:
  - January 30 and April 24.
- Aug 27-28 organizational days explored CBE Frameworks for Literacy, Mathematics, Wellness and Indigenous Education Holistic Lifelong Learning Framework Companion Guide for Schools
- Consistent use of Continuums of Support for each of the CBE Frameworks

**Structures and Processes**

- 4 to 6 week Cycle of learning sprints which includes two Collaborative Team Meetings.
- End of cycle Collaborative response meeting targets specific strategies worked on in targeted small groups
- Monthly assemblies with presenters targeting that month's Sacred Teaching
- Classroom structure and routine is for daily, small group, direct instruction.

**Resources**

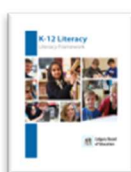
- K-12 Literacy Framework
- K-12 Mathematics Framework
- Indigenous Education Lifelong Learning Framework and Companion Guide
- Student Well Being Framework & Companion Guide
- System Learning Days
- School Professional Development Days

## School Development Plan – Data Story

**2024-25 SDP GOAL ONE:** To continually increase the number of students achieving excellence in reading comprehension.  
 Outcome one: Through targeted instruction, student achievement in reading comprehension will improve.

### Celebrations

- Collaborative Response data shows that the overwhelming majority of students who were part of targeted small group supported learning sprints experienced growth in reading.
- Decision Tree assessment data shows growth in Words Their Way and Oral Reading Fluency data sets from beginning of the year to the end of the year.
- Positive changes were noted by parents in the Alberta Assurance Survey where the percentage of parents acknowledging that students have access to the appropriate supports rose from 79% in 2024 to 86% in 2025. This mirrors a similar trend from parents satisfied with the overall quality of basic education where the percentage of parents agreeing rose from 85% in 2024 to 87% in 2025. Both trends have steadily increased over the last four years.
- Report card marks assessing student ability to read to explore and understand show that students are keeping up with the increasing grade





level expectations as the year progresses. 15.4% of our students received an indicator of 3 or 4 in January 2025 and these scores remained the same in June at 15.3%.

### Areas for Growth

- Continue to make small group targeted instruction a classroom routine at all grade levels.
- Provide specific targeted intervention for students at all grade levels in literacy, mathematics and Wellness
- Supporting the personalization of learning for all students

### Next Steps

- Implementing first learning sprint for math on November 21.
- Targeted small group instruction to begin following week and runs through to December 19.
- Learning sprint for literacy will begin in January and will continue to rotate through 4 to 6 week literacy and math sprints until end of May.
- Assessment data will drive targeted instruction.
- School Wide Process that follows students and data through Collaborative Response Meetings.



