



Haultain Memorial School

605 Queensland Drive SE, Calgary, AB T2J 4S8 t | 403-403-777-6860 f | 403-587-933-9825 | haultainmemorial@cbe.ab.ca

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

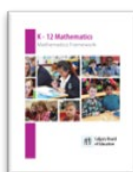
Introduction

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.





School Development Plan – Year 2 of 3

School Goal

Students' foundational skills in literacy and mathematics will improve.

Outcome

Students' foundational reading skills will improve with a focus on vocabulary understanding and use of specific comprehension strategies.

Outcome

Students' foundational skills in math will improve through a focus on strategic thinking in problem solving.

Outcome Measures

- Provincial Numeracy Assessment: K-3
- Report Card Data – Reading and Number

Data for Monitoring Progress

- CORE Maze and Vocabulary Screeners
- Precision Reading
- PATs
- Problem Solving Rubrics
- SDP Look Fors
- Perception data - OurSCHOOL, K-3 Well-Being
- Attendance Data

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps to support students
- Build vocabulary prior to engaging with text
- Provide a variety of tools to support the reciprocal relationship of reading & writing
- Ask purposeful strategic questions to guide students' thinking in math.
- Create a discourse rich learning environment in mathematics
- Use of low floor/high ceiling math problems

Well-Being Actions

- Improve students' sense of belonging through building positive relationships
- Ensure students feel they have at least one trusted adult at school that helps them feel supported, safe and cared for
- Celebrate a culture that values the thinking process and strategies in math
- Use of diverse texts where students see themselves

Truth & Reconciliation, Diversity and Inclusion Actions

- Integrate the Seven Sacred Teachings to build a holistic, values-based foundation that strengthens learning behaviors, motivation, and community
- Focus on improving attendance using a holistic school-wide approach with targeted supports for students missing between 10-20%

Professional Learning

- Participate in collaborative professional learning with two partner schools, centered on literacy, math, and well-being.
- Professional Learning Network for Early Years

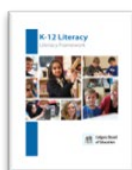
Structures and Processes

School Based:

- Creating a strategic thinking question bank for mathematics
- Creating vocabulary banks across subjects
- Creating specific reading

Resources

- [Reading Assessment Decision Tree \(RAD\) Gr 4-12](#)
- [Understanding Reading Grades 4-12](#)
- [ELA/ELAL Insite | Teaching Practices](#) (scroll to Reading Comprehension for resources and professional readings)





Literacy and Numeracy
Intervention Initiative

- MathUP Professional Learning
- Book Studies
- [ELA/ELAL Insite | Professional Learning](#)
- [Mathematics Insite | Professional Learning](#)

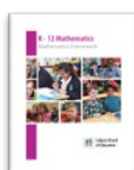
comprehension
strategy banks

- Calibration with colleagues
- Collaborative Response
- PLC

Classroom Based

- Flexible groupings
- Small group intervention
- Co-created Success Criteria and Rubrics
- Precision Reading
- Select learning tasks that promote problem-solving competencies

- [ELA/ELAL | Interventions](#)
- [Mathematics Equity & Identity Guide](#)
- [Implement tasks that Promote Reasoning and Problem-Solving Document](#)
- [Support Productive Struggle in Mathematics Document](#)
- [Nine Mathematical Strategies](#)
- [Mathematical Ways of Working](#)
- [Numeracy Flat sheet](#)
- [MathUP \(K-6\)](#)
- Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning by Peter Liljedahl
- Mathematics Tasks for the Thinking Classroom, Grades K-5: by Peter Liljedahl and Maegan Giroux
- Resource Document | [Peter Liljedahl: Building Thinking Classrooms](#)



School Development Plan – Data Story

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2024-25 SDP GOAL: Students' foundational skills in literacy and mathematics will improve.

Outcome one: Students' foundational reading skills will improve with a focus on fluency and accuracy.

Outcome two: Students' procedural fluency will improve through a focus on high yield math routines.

Celebrations

- Data from the Provincial Screeners showed overall growth for students who accessed targeted support in literacy and numeracy. Significantly fewer students required additional support in June 2025 demonstrating an improvement in foundational skills in literacy and math.
- Students' goal orientation (mindset of developing and working toward achieving goals) has significantly improved, as demonstrated by student voice data collected through the OurSCHOOL Survey (grades 4-6) and the K-3 Well-Being Survey.
- Students' attendance has improved, especially for those who were missing significant amounts of school (over 20%), which demonstrated using a holistic school-wide approach was effective.

Areas for Growth

- Applying students' foundational reading skills in tandem with contextual background knowledge, vocabulary understanding, and use of specific comprehension strategies (e.g., monitoring, summarizing, predicting, questioning, inferring) to improve students' understanding of what they read.
- Building on students' procedural fluency to help them become skillful in using procedures flexibly while applying and adapting a variety of appropriate strategies to solve contextual and mathematical problems.
- Improve attendance for students missing between 10 and 20% of school.
- Improve students' sense of belonging at school.

Next Steps

- Use targeted instructional strategies to stretch students from a developing level of understanding in reading to a well-developed level of understanding based on the K-3 Alberta Assessments, the Grades 4-12 Reading Assessment Decision Tree and classroom assessments.
- Provide students with opportunities for distributed practice of procedures to solve contextual and mathematical problems.
- Pose mathematical tasks that provide multiple entry points and encourage students to use varied approaches and strategies to make sense of and solve tasks.
- Continue utilizing a holistic approach to attendance improvement with targeted support for students missing between 10 and 20% of school.
- Ensure all students feel they have at least one trusted adult at school that helps them feel supported, safe and cared for.

