

Beddington Heights 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

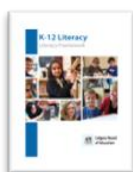
Introduction

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.





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy will improve

Outcome:

Teachers will implement targeted instruction to improve student literacy skills

Outcome Measures

- CC3 (Grade 1-3)
- LeNS (K-2)
- Report Cards
- OurSchool Survey
- Attendance Data

Data for Monitoring Progress

- Ongoing flexible grouping assessment data (UFLI) - spreadsheet
- UFLI Intervention Placement Test
- Words Their Way (Div 2)

Learning Excellence Actions

- Professional Learning for Staff on the use of the University of Florida Literacy Institute (UFLI) resource
- Professional Learning with the Literacy Framework to connect the why of Science of Reading
- Teachers will implement whole class instruction of UFLI (K-3)
- Teachers will implement targeted literacy instruction specific to student's literacy learning needs (K-6) through cross grade flexible groupings
- Teachers will integrate high impact strategies to support targeted and whole group instruction to improve literacy skills

Well-Being Actions

- Focus on building classroom environments that support regulation for learning
- Focus on improving student attendance by increasing frequency of contact with families showing at-risk attendance behaviours
- Acknowledging and rewarding positive attendance and on-time habits

Truth & Reconciliation, Diversity and Inclusion Actions

- Focusing on spirit of reciprocity through all cultures
- Engaging Indigenous Knowledge Keepers to support in building relationships with Indigenous ways of knowing
- Continued use of new School Garden as a land-based teaching tool
- Use of Medicine Wheel to enhance school culture and agreements (Taking care of self, Taking care of others, Taking care of this place, Showing readiness for learning – Heart, Spirit, Body, Mind)
- Consultation with Koko'sinooniks program
- Culture Day to support spirit of reciprocity and cultural awareness

Professional Learning

- Intervention Lead Teacher professional learning series for support in identifying High Impact strategies to support our targeted instruction
- Professional Learning on creating regulating spaces in classrooms to support student learning
- Professional learning focused on flexible groupings as a high impact strategy

Structures and Processes

- Planning embedded PLCs focused around UFLI implementation and targeted instruction through flexible groupings across multiple grades
- Daily whole group instruction K-3 (UFLI)
- Daily Targeted Literacy Instruction Grades K-6 through flexible grouping
- Collaborative Response Meetings

Resources

- UFLI Foundations Teaching Manual
- UFLI Foundations Tool-Box including UFLI Assessments
- Words their Way Assessments
- CBE Student Wellbeing Framework
- CBE K-12 Literacy Framework
- Indigenous Education Holistic Lifelong Learning Framework
- Flexible grouping spreadsheet



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Student foundational skills in literacy and math will improve*

Outcome one: *Teachers will implement targeted instruction to improve student literacy skills*

Celebrations

- *Teachers developed a common understanding of systematic and explicit literacy instruction, implementing the Science of Reading UFLI resource school-wide, and recognized growth through progress monitoring tools*
- *Students' decoding skills have improved as shown by a reduction of students identified as Requiring Additional Support (RAS) on Alberta Ed Assessments post-tests | LeNS 46% (pre) → 19% (post) and CC3 35% (pre) → 21% (post))*
- *Student perception data (Assurance Survey) highlighted that more students respect and help each other, while also showcasing that more students at BHS follow the rules compared to previous years*

Areas for Growth

- *Despite much growth, BHS still has many students who continue to require support at their level for foundational reading skills.*
- *Correlations between attendance and literacy skills highlight a focus area for improving student attendance, especially within specific demographics.*
- *Developing a deeper understanding of culture through the spirit of reciprocity, sharing and learning from one another*

Next Steps

- *Multi-grade flexible literacy groupings to support specific literacy needs*
- *Increased communication with families around attendance concerns paired with positive attendance recognition*
- *Focusing on the spirit of reciprocity across cultures through work with elders, the land and our community garden, along with cultural exploration*

