Panorama Hills 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 2024-2025

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Students' achievement in Literacy will improve.

Outcome:
Students' written communication will improve through responsive feedback from teachers and peers.

Outcome Measures
- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey – Literacy
- Alberta Education Assurance Survey
- OurSCHOOL Survey

Data for Monitoring Progress
- Formative assessment
- Three rounds of common writing assessments
- Teacher perception data
- School generated surveys

Learning Excellence Actions

- Provide responsive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Explicit instruction in all stages of the writing process — thinking, planning, drafting, revising, and editing
- Use Visible Thinking Routines and strategies to make student thinking visible, organize ideas and deepen understanding of key concepts

Well-Being Actions

- Teach Social Emotional Learning to model and increase growth-mindsets in relation to writing:
- Explicitly teach the Five Competences
- Using Peer Feedback Constructively
- Restorative Conversations

Truth & Reconciliation, Diversity and Inclusion Actions
- Use scaffolding and high impact strategies for English as an Additional Language (EAL) learners, learners with Individual Program Plans (IPP), as well as Indigenous learners.
- Integrate Indigenous knowledges, languages and teaching methods into classrooms by incorporating talking circles and the Seven Grandfather Teachings

Professional Learning
- CASEL Framework
- Circle Process with Knowledge Keepers
- School-based professional learning on the Critical Thinking strand of the Writing Rope

Structures and Processes
- Collaborative Response Meetings
- Grade Team Planning Meetings
- Talking Circles
- Daily structured and supported writing times
- 6 week writing assessment cycles

Resources
- CBE Literacy Framework
- K-6 ELAL System Rubrics
- Assessment and Reporting in CBE
- CASEL
- The Power of Making Thinking Visible
- The Writing Rope: The strands that are woven into skilled writing: Sedita, J.

School Development Plan – Data Story

2024-25 SDP GOAL ONE:

Students' achievement in Literacy will improve.

Outcome one:

Students' written communication will improve through responsive feedback from teachers and peers.

Celebrations

Over the year, CBE Student Survey results at Panorama Hills School show strong growth:

- Students who know what to do next to improve their writing skills increased by 10.19%, from 79.17% to 89.36%.
- Students who can see their culture reflected in their school increased by 28.11%, from 60.78% to 88.89%.
- Students who have confidence in themselves as learners increased by 17.27%, from 68.75% to 86.02%.
- Students who care about each other showed a significant increase of 29%, from 62% to 91%.

Report card data for the ELAL Stem "Writes to express information and ideas" also indicates growth:

- Grades 1and 2 showed the largest movement from Indicator 1 to Indicators 2 and 3.
- Grade 4 saw a notable increase in Indicator 4, rising from 4.7% to 13.2%, with fewer students at the lowest level.

Areas for Growth

Based on the CBE Student Survey and classroom observations:

- In Grade 5, 60% of students reported that they have had the opportunity to learn with different people in different spaces to improve their writing skills. The same percentage, 60%, reported that they have opportunities to receive feedback from others to improve their writing.
- Continue to support teachers in including Indigenous ways of knowing across different subjects.
- Work on bringing the Holistic Framework into everyday classroom learning, helping teachers connect learning to students' well-being, thinking, and communication.

- Build students' social-emotional language through circle practices, so they feel more comfortable sharing their thoughts and feelings.

Next Steps

To continue supporting student growth in writing and social-emotional learning, Panorama Hills School will:

- Track writing progress every six weeks using a locally developed tool aligned with the Writing Rope and K–6 ELAL System Rubrics. This will help teachers monitor student growth in organizing and expressing ideas.
- Develop critical thinking in writing by providing explicit instruction in all stages of the writing process including thinking, planning, drafting, revising, and editing. Student growth will be monitored through assessments and work samples.
- Use Visible Thinking routines to help students organize ideas, explain their thinking, and learn from others. Teachers will document growth through classroom discussions and student work.
- Build social-emotional skills using the CASEL framework with a focus on relationship skills, self-awareness, self-management, and responsible decision-making. Progress will be observed and reflected in student feedback.
- Embed Indigenous circle practices regularly in classrooms to support communication, belonging, and community. Participation and student feedback will be used to understand the impact.