

Harold Panabaker School

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School Development Planning

Introduction

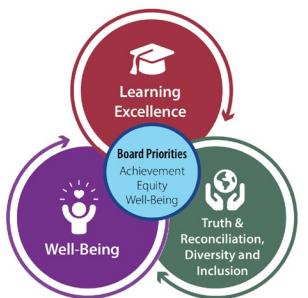
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

[Link to 2024-25 School Improvement Results Report](#)



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 Goal**

Through intentional design and application of research-informed literacy teaching practices, students will improve in literacy across all subjects.

Outcome:

Student foundational and higher-level literacy skills will improve across disciplines as staff implement high-impact teaching strategies.

Outcome Measures**Report Card Indicators**

- ELA/ELAL: Reads to explore, construct, and extend understanding; Reads to explore and understand
- Science: Develops skills for inquiry and communication; Develops skills and processes for inquiry, problem solving and communication
- Social Studies: Demonstrates skills and processes for inquiry and research; Develops skills and processes for social studies inquiry

Provincial Assessments

- Grade Six and Nine ELA Part B and Social Studies, Science, Math Part B

Surveys

- Alberta Assurance Survey
- CBE Student Survey (Literacy Framework Section)
- Our School Survey (Literacy Framework Section)

Data for Monitoring Progress**Internal Tracking**

- Diagnostics (Reading Assessment Decision (RAD) Tree and CBE Math Assessment Guide)
- Math vocabulary assessment
- Mid-year report card data

Formative Progress

- Professional Learning Communities (PLC)
- Literacy Tracking Spreadsheet
- Numeracy Tracking Spreadsheet

Perception Data

- Staff surveys on Professional Learning Communities (PLC) and Professional Development (PD) application
- Relationship Mapping
- Teacher perception data on teaching identified reading strategies
- Teacher perception data on student performance in word problems, news article analysis, research projects, and other skills requiring reading comprehension

Learning Excellence Actions**Utilize high impact literacy strategies to engage students:**

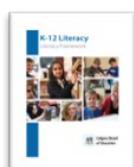
- Engage students in activities which support vocabulary, morphology, and word learning across all disciplines.
- Provide opportunities for meaningful classroom discussion and for learners to discuss texts and ideas authentically within the contexts of their discipline.

Well-Being Actions**Create learning spaces that provide learners with a safe and respectful environment**

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and reflection.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within different disciplines.
- Utilize flexible groupings for specific learning needs.

Truth & Reconciliation, Diversity and Inclusion Actions**Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.**

- Provide access to inclusive, linguistically diverse, and inviting texts.
- Honour student voice and choice in text selection.
- Decolonize curricular resources by replacing stories that favor Western worldviews with Indigenous Worldviews.





- Teachers will create equitable learning opportunities and ensure that all students are engaged in tasks that are meaningful and challenging to them.

- Use scaffolding strategies and technology to support multi-lingual learners and students with learning disabilities.

Professional Learning CBE Professional Learning Series

- System Professional Learning Middle Years Series
- Inclusive Education Professional Learning Series
- ELA/ELAL Insite
- Assessment and Reporting Insite
- Diversity and Inclusion for Professional Learners Series
- Self-Regulated Strategy Development (SRSD)

Structures and Processes School-Based

Classroom

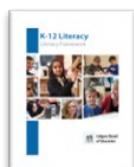
- Daily learning intentions posted and connected to long-term learning
- Use of common language across subject areas
- Read alouds, think alouds
- Sentence Frames
- Graphic Organizers
- Text sets
- Talk moves
- Strategic teaching of high frequency words
- Reciprocal reading-writing connections

School

- Intensive Literacy Response to Intervention (RTI) for students with the most need
- Common high impact instructional strategies across classes
- Common language, visuals, and rubrics
- Strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Collaborative Response Model including PLCs and CRM Meetings

Resources

- Reading Assessment Decision Tree
- ELA/ELAL Insite
- The Writing Rope, The Writing Revolution 2.0
- Reading and Interventions: ELA/ELAL Insite Equity and Interventions
- Student Well-Being Framework Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework
- K-12 Literacy Framework
- K-12 Mathematics Framework
- K-9 Universal Calibration Protocol
- Text Calibration Protocols
- SRSDonline.org
- Thinksrsd.com



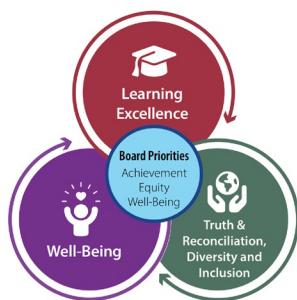
**Alberta Education Outcomes**

- 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**

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2024-25 SDP GOAL: Through intentional design and application of research-informed literacy teaching practices, students will improve in literacy across all subjects.

Outcome: Student foundational and higher-level literacy skills will improve across disciplines as staff implement high-impact teaching strategies.

Celebrations

- Teachers reported growth in the understanding of high-impact literacy strategies and their confidence in implementing them.
- Students demonstrated improvement in vocabulary according to the MAZE assessment.
- Report card data showed improvement in the ELA/ELAL Reading stems in most grades.
- Students' confidence in their understanding when they read increased by 5.8 percentage points based on the CBE Student Survey results.

Areas for Growth

- Making students more aware of the literacy strategies they are using to improve their sense of agency as learners.
- Improving student engagement with literacy strategies, particularly in the grade nine context.
- Connecting with students to help them identify reading materials that they find engaging and meaningful.

Next Steps

- Creation of common rubrics and use of common language across subject and grade groups to support student understanding.
- Opportunities for teachers to refine their implementation of the literacy strategies through collaboration and co-planning.
- Support connections between students and teachers using relationship-tracking.
- Support student engagement with learning through Self-Regulated Strategy Development.
- Use of reciprocal teaching of reading and writing.

