



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

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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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

As a literacy team, we focused on improving students' reading comprehension. We used report card data for the ELA stem for reading (reads to explore, construct and extend understanding). We also used the CBE Reading Assessment Diagnostics to assess Maze and Vocabulary.

When comparing the data from January 2024 to June 2024, we found a general upward trend in grades seven to nine and a downward trend in grades five to six in the ELA Reading report card stem. Grades 7-9 Maze data showed an increase in students in the intensive and the strategic zones. When comparing vocabulary from the beginning of the year to the end of the year, we found that all grades showed improvement in vocabulary comprehension.

Report Card 2023-24 Reading Stem

Grade	1 (Not Meeting)	2 (Basic)	3 (Good)	4 (Excellent)
5	0%	+5%	-2.5%	-2.5%
6	0%	+4.6%	-6.8%	+2.2%
7	0%	-3.6%	-5.1 %	+8.6%
8	0%	-1.3%	+0.4%	-2.3%



9	+0.4%	-1.3%	+0.4%	0%
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Maze (from CBE Decision Tree RAD)

Grade	Very Intensive	Intensive	Strategic	Benchmark
5	n/a	-30%	0%	+30%
6	-4%	-17%	0%	+17%
7	+5%	-6%	+7%	-8%
8	+9%	+11%	+5%	-27%
9	+2%	0%	+9%	-11%

Vocabulary (from CBE Decision Tree RAD)

Grade	Intensive	Strategic	Benchmark
5	0%	-5%	+5%
6	-4%	-9%	+13%
7	0%	-9%	+9%
8	-9%	-2%	+12%
9	-2%	-9%	+12%

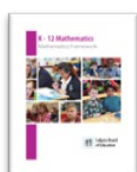
When analyzing the data we noticed an overall improvement in vocabulary comprehension at all levels. We saw overall growth in the report card stems for reading, particularly at the grades 7-9 levels. Teachers have indicated a desire for increased calibration of assessments and common language to provide students with a common set of expectations. We have also had significant staff reflection across the school community with teachers in all subject areas wanting to develop their capacity to use high-impact literacy strategies in their classrooms. By working on reading comprehension strategies in all classrooms, this would increase student opportunities to develop their word reading and language comprehension.

Well-Being

The CBE Student Survey indicated that students feel confident in their reading in all grades. However there is a noticeable gap between what students report as confidence in reading and confidence in knowing how to improve their reading. By fostering a sense of growth-mindset in students, teachers would help them to see reading and learning as a lifelong process, wherein ability is not fixed. A focus on literacy skills to support comprehension skills would allow students to experience a greater sense of self-confidence and value at school, improving their sense of well-being.

CBE Student Survey**Question: I understand what I read (Overall Agreement)**

Grade 5	100%
Grade 6	88.24%
Grade 7	NRP
Grade 8	82.89%
Grade 9	88.57%





CBE Student Survey

Question: I know what to do next to improve my reading skills (Overall Agreement)

Grade 5	85.71%
Grade 6	68.75%
Grade 7	NRP
Grade 8	73.68%
Grade 9	78.50%

Truth & Reconciliation, Diversity, and Inclusion

Our school is diverse: 36% of students are English as an Additional Language (EAL) Learners, 48% of students have a learning code, and 4% of our students are Indigenous. In designing our goal we wanted to expand supports and strategies for reading across all subject areas. Our staff has been involved in significant professional development related to supports for older readers through the Inclusive Education Professional Learning Series and the Intensive Reading for Older Students (IROS) courses. The next step is to ensure that staff and students use tasks and assessments which continue to advance literacy across all subject areas.

The CBE Student Survey has data aggregated for EAL and Indigenous Students. The data below indicates that students in both groups will benefit from continued supports in knowing their next steps to improve their reading.

CBE Student Survey – EAL Students (Note this survey was completed by 61 students in grades five, six, eight, and nine)

Question: I understand what I read (Overall Agreement)

Grade 5	100%
Grade 6	100%
Grade 7	NRP
Grade 8	89.47%
Grade 9	76.67%

CBE Student Survey EAL Students

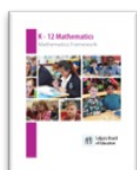
Question: I know what to do next to improve my reading skills (Overall Agreement)

Grade 5	100%
Grade 6	66.67%
Grade 7	NRP
Grade 8	71.43%
Grade 9	87.10%

CBE Student Survey – Indigenous Students (Note this survey was completed by 11 respondents in grades eight and nine)

Question: I understand what I read (Overall Agreement)

Grade 5	NRP
Grade 6	NRP





Grade 7	NRP
Grade 8	80%
Grade 9	80%

CBE Student Survey – Indigenous Students

Question: I know what to do next to improve my reading skills (Overall Agreement)

Grade 5	NRP
Grade 6	NRP
Grade 7	NRP
Grade 8	60%
Grade 9	66.67%

CBE Student Survey data also indicates that students would benefit from a greater connection with resources and activities chosen in class. The data below indicates the overall student population's response to questions related to representation in the school.

CBE Student Survey (All Students)

Question: I feel a connection to the texts (books, land, pictures, videos) I read and hear in class. (Overall Agreement)

Grade 5	78.57%
Grade 6	64.71%
Grade 7	NRP
Grade 8	53.42%
Grade 9	63.11%

CBE Student Survey (All Students)

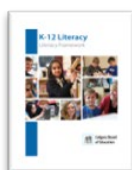
Question: I can see my culture reflected in my school. (books, land, pictures, videos) I read and hear in class. (Overall Agreement)

Grade 5	71.43%
Grade 6	85.71%
Grade 7	NRP
Grade 8	50%
Grade 9	50%

CBE Student Survey (All Students)

Question: The things I'm learning in school are meaningful to me. (Overall Agreement)

Grade 5	78.57%
Grade 6	87.5%
Grade 7	NRP
Grade 8	60.53%
Grade 9	63.46%





CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

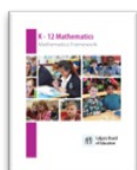
Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion





School Development Plan – Year 1 of 3

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 research; 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.

CBE Surveys

- Student Perception Data CBE Student Survey Results
 - I understand what I read.
 - I know what to do next to improve my reading skills.
 - Question: I feel a connection to the texts (books, land, pictures, videos) I read and hear in class.

Data for Monitoring Progress

Internal Tracking

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

Formative Progress

- Professional Learning Communities
- Literacy Tracking Spreadsheet
- Numeracy Tracking Spreadsheet

Perception Data

- Staff surveys on Professional Learning Communities and Professional Development application
- Teacher perception data on teaching identified reading strategies
- Teacher perception data on how they see themselves in the School Development Goal.
- 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, 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.
- Teachers will create equitable learning opportunities and ensure

Well-Being Actions

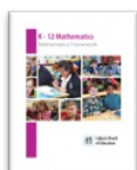
Create learning spaces that provide learners with a safe and respectful environment

- Provide students with meaningful feedback that contextualizes their current progress within a purposeful trajectory to support their self-concepts as life-long, resilient learners.
- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and reflection.

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources.

- Use scaffolding strategies and provide assisted reading through paired, choral, and echo reading, use of text-to-speech technologies or audio books to support multi-lingual learners and learners with learning disabilities.





that all students are engaged in tasks that are meaningful and challenging to them.

- Decolonize curricular resources by choosing examples which are representative of a wide variety of worldviews and ways of knowing to ensure diverse identities are represented positively.
- Honour student voice and choice in text selection.

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
- Growth Mindset Professional Development

Structures and Processes School-Based

Classroom

- Daily learning intentions posted and connected to long-term learning
- Use of common language across subject areas
- Rubrics using the seed, sprout, sapling, tree model
- Text sets
- Talk moves

School

- Common high impact instructional strategies across classes
- Development of a scope and sequence for literacy strategies to build across grades
- Collaborative Response Model including Professional Learning Communities and Collaborative Team Meetings

Resources

- RAD Tree
- ELA/ELAL Insite
- 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

