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Hillhurst School
1418 7th Ave NW, *Calgary, AB T2N 0Z2 t | 403-777-6360 e | hillhurst@cbe.ab.ca*

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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

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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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

School Goal

Hillhurst School Development Plan Goal: Student Achievement in Literacy Will Improve

Outcome 1:

Students will write to express ideas for the purpose of composing personal narratives (purpose, writing craft, text structure).

Outcome 2:

Students will explore and extend personal sense of identity through writing using intentional application of skills and processes.

Outcome Measures

- ELAL Report Card Data: "Writes to express information and ideas'
- ELAL Kindergarten Report Card Data:
- PAT Grade 6 Writing
- Alberta Education Assurance Measures (AEAM)
- CBE Student Survey
- Hillhurst Student Perception Survey

Data for Monitoring Progress

- *Assessment: calibration focused on identifying standard of excellence*
- *Development of common writing task criteria across grade teams*
- *Strategic administration of school-based student perception surveys that connect writing and well-being*

Learning Excellence Actions

- Utilize high impact strategies to explicitly teach and support planning, idea development, organization
- Explicit teaching of forms and functions of narrative writing, such as Life Writing, based on concepts, reflections, opinions and perspectives, autobiographical
- Use and reference Mentor Texts and Mentor Authors, writing exemplars and success criteria

Well-Being Actions

- Create learning spaces that provide students with a safe and respectful environment
- Honour and prioritize student voice and choice
- Activate students as owners and authors of their personal writing
- Linking critical thinking, writing structure and craft to student identity

Truth & Reconciliation Actions

Hillhurst Commitment to TRC 2026-2027

- *Design student and staff learning that intentionally activates spirit, heart, mind and body*
- *Provide students with opportunities to interactively and collaboratively construct text*
- *Each student creates a personal circle (through imagery and writing) to express their thinking and connection to each domain of the Holistic Lifelong Learning Framework*

Professional Learning

- *System Professional Learning*

Structures and Processes

Classroom:

Resources

- *ELAL Insite: Teaching Practices*









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- *Professional research studies (see resources)*
- *CBE Indigenous Learning Resources, specifically related to Heart to Belong and Mind to Know*
- *Ongoing mentorship connections between students and authors*

- *Weekly 'Life Writing' using multiple modalities*
- *School-wide Author's Notebooks*
- *Writing tasks that express perspectives, opinions, self-narratives*
- *Common writing task criteria and structured feedback*

School:

- *Grade Team Alignment of key concepts and themes for personal narratives*
- *PLC: Examining student writing samples*
- *School-Wide Feedback Framework*

- *The Writing Rope: A framework for explicit writing instruction (Sedita, 2023)*
- *What's Next for This Beginning Writing Writer (Reid, 2025)*
- *Story: Still the Heart of Literacy Learning (Cunningham, 2015)*
- *Relationship, Responsibility and Regulation (Souers and Hall, 2024)*
- *Using Restorative Circles in Schools: How to Build Strong Learning Communities and Foster Student Well-Being (Follestad and Wroldsen, 2023)*






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School Development Plan – Year 3 of 3

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CBE 2024-27 Education Plan

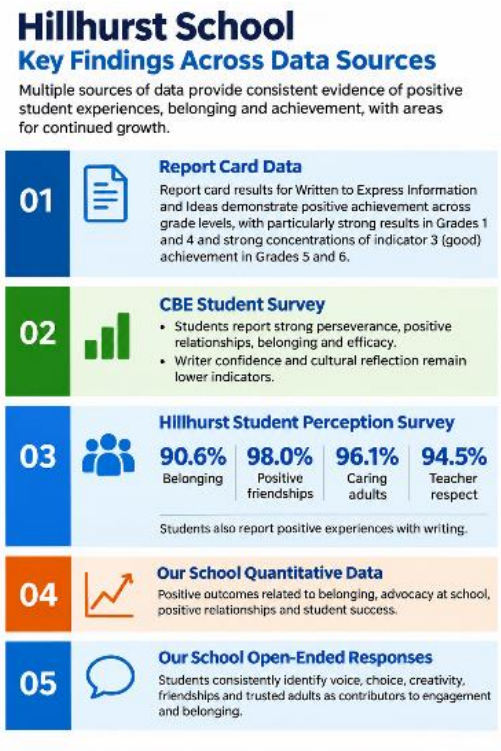


School Development Plan – Data Story

2025-26 SDP GOAL: Student Achievement in Literacy will Improve
Outcome 1: Students will write to express ideas for the purpose of composing personal narratives (purpose, writing craft, text structure)
Outcome 2: Students will explore and extend personal sense of identity through writing, using intention application of skills and processes.

Q: How might we use student writing (authorship) as an academic vehicle to support students in expressing their thoughts and perspectives, communicate who they are and how they feel, and create a sense of personal identity in our learning community?

The 2025-2026 School Year datasets indicate that students are developing strong literacy skills while also experiencing positive conditions for learning and well-being.



Achievement data demonstrates positive literacy outcomes across multiple measures. These findings suggest that students are successfully developing the skills necessary to communicate ideas, organize information and engage thoughtfully in literacy learning. We will continue to work towards these outcomes to further increase standards of excellence in writing, while focusing on the connections between

Student perception and voice data provide important context for understanding these achievement outcomes. Perception surveys indicate that students enjoy writing, are beginning to feel more confident expressing their thoughts through writing, and believe that feedback helps improve their writing. Student voice data further indicates that students are most engaged when learning experiences provide opportunities for creativity, choice, personal relevance and authentic self-expression. These findings reinforce the School Development Plan's focus on literacy as a vehicle for voice, identity and authorship.






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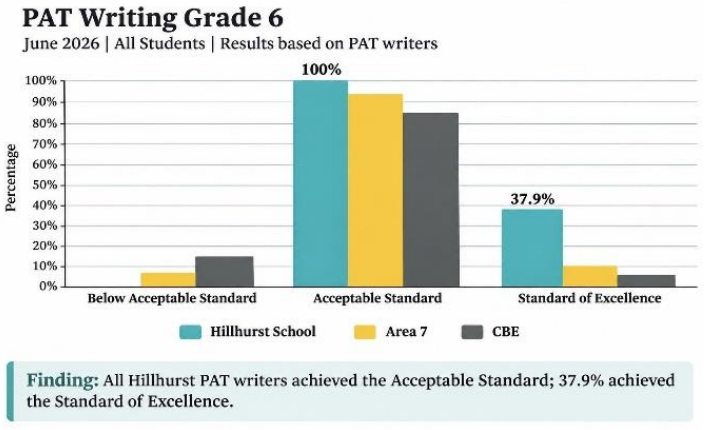
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Celebrations: Learning Excellence

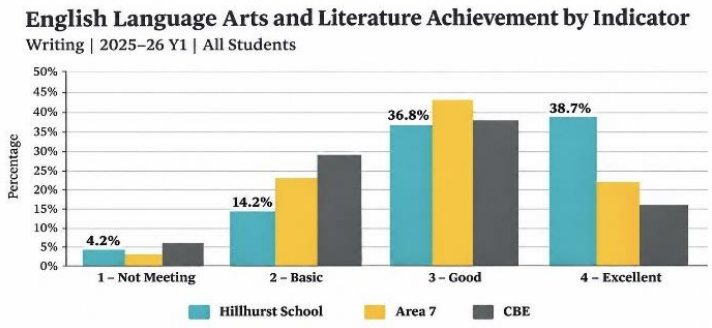
Analysis of achievement data indicates positive literacy outcomes across multiple measures. Celebrations include:

- Grade 6 Provincial Achievement Test results exceeded provincial averages in all assessed English Language Arts and Literature outcomes for writing.

- Report card achievement data demonstrates positive writing achievement across grades;
- students report that they continue to work on writing, even when it is challenging, and report that writing skills will help them achieve future goals
- Student perception data reveals that students are most engaged when writing experiences provide opportunities for creativity, choice and personal expression



Finding: All Hillhurst PAT writers achieved the Acceptable Standard; 37.9% achieved the Standard of Excellence.



Finding: Hillhurst shows the strongest proportion of Indicator 4 results.

Areas for Growth:

While overall achievement indicators and perception data indicate strong achievement of writing outcomes, data also reveals the following areas for continued growth:

- Continuing to build students' confidence as writers and communicators
- Developing student capacity to know what next steps in their writing are, using criteria and feedback
- Opportunities for students to reflect on their writing and recognize their own growth and areas of further development

Next Steps:

As Hillhurst enters Year 3, staff will continue building on the strengths identified throughout the data, while responding intentionally to the growth opportunities that emerged. Ongoing next steps will include:

- Continuing to leverage writing as a vehicle for voice, identity, belonging, and authorship
- Opportunities for voice, choice and agency embedded in writing tasks across all grade levels
- Writing conferences, use of school-wide writing feedback framework, and co-creation of criteria for writing tasks will be ongoing priorities
- Ongoing monitoring of assessment data to design responsive writing instruction across contexts as students build their skills towards mastery/excellence



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Celebrations: Well-Being

Analysis of perception and student-voice data suggests that students continue to experience positive relationships and strong feelings of belonging within the Hillhurst School community.

- Students consistently report positive relationships with teachers and school staff.
- Students report strong levels of inclusion and a sense of being welcome in their learning environment.
- Students indicate that they feel as though they belong at school, have friends, feel respected by both teachers and classmates

Hillhurst Student Perception Survey

The June Hillhurst Student Perception Survey provides a valuable localized perspective on student experiences.

Our Students. Their Perspective.

Measure	Agree
I enjoy writing	74.5%
I feel confident expressing my thoughts through writing	83.5%
I feel comfortable sharing personal experiences through writing	72.2%
I find it easy to generate ideas when I write	70.6%
Feedback helps improve my writing	84.7%
I belong at Hillhurst School	90.6%
I have friends at school	98.0%
Teachers value my ideas	94.5%
Classmates value my ideas	87.5%
I feel comfortable being myself at school	86.3%
My culture/background is represented and celebrated	78.8%
Adults care about and support me	96.1%
I have more than one trusted adult	88.2%

Areas for Growth:

- A very small subset (3.8%) of students report challenges related to friendships, inclusion and acceptance
- Identifying these students early on and across grade cohorts is essential so that supports and interventions can be built quickly and consistently within small and larger contexts

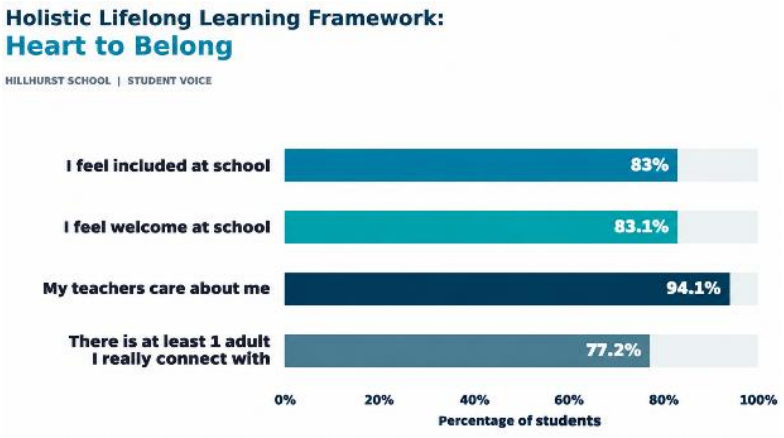
Next Steps:

- While overall measures of wellbeing, such as belonging, connection, and inclusion remain high, it remains critical to continue to strengthen foundational peer and staff relationships
- Continue to strengthen identity affirmation and representation, especially during times of transition, by inviting student voice and opinions

Celebrations: Diversity and Inclusion

Ongoing priorities in our School Development Planning involves creating opportunities for students to explore identity and perspectives through literacy, while deepening understanding of Indigenous Ways of Being, Belonging, Doing and Knowing.

- Perception data evidence demonstrates strong allyship and openness to diverse perspectives.








- Students report interest in learning about how people from other cultures see the world
- Students report feeling comfortable sharing personal experiences through writing and value opportunities to express opinions and communicate what is important to them

Areas for Growth:

- Continue to foster and maintain relationships between students and adults, beyond individual homerooms
- While students report positive experiences related to belonging and allyship, fewer students consistently report seeing their culture reflected within the school environment

Next Steps:

- Opportunities to continue strengthening representation, visibility and identity affirmation
- Maintaining commitment to Holistic Lifelong Learning Framework, inclusion and culturally responsive learning experiences



Our Data Story

Hillhurst School entered Year 2 of its three-year School Development Plan with a continued commitment to *increasing the overall standard of excellence in writing,* while leveraging literacy as a vehicle for voice, identity, belonging, and authorship. Building on Year 1 findings, staff continued to explore how intentional writing experiences could support literacy achievement while creating opportunities for students to communicate ideas, express experiences, and strengthen their understanding of themselves and others.

School-based and Provincial data is demonstrating positive writing achievement across grades.

Students report that they will continue to work on writing even when it is challenging, and that their literacy skills will help them achieve future goals. Student Perception Survey data similarly indicates that students enjoy writing, feel confident expressing their thoughts through writing and that feedback helps improve their writing.






Student voice data indicates that students feel most engaged when literacy experiences provide opportunities for creativity, choice and personal expression. Students frequently identified free writing, writing block, inquiry projects and opportunities to communicate opinions as meaningful learning experiences.



The consistency observed across achievement, perception and student voice datasets suggests that students are making meaningful progress toward the School Development Plan goal. Students are not only demonstrating positive literacy achievement but are also reporting positive experiences with writing and literacy learning. The evidence suggests that literacy experiences emphasizing voice, identity and authorship are contributing positively to both achievement and engagement.

Relationships continue to be the foundation of belonging at Hillhurst. Across all datasets, students consistently identify supportive adults, friendships and inclusion as critical contributors to their school experience. The evidence suggests that strong relationships may be one of the most significant contributors to positive student outcomes in both achievement and well-being.

Diversity and Inclusion

A key component of the School Development Plan involved creating opportunities for students to explore identity and perspective through writing, while deepening understanding of Indigenous Ways of Being, Belonging, Doing and Knowing.

Evidence suggests that students continue to demonstrate strong allyship and openness to diverse perspectives. The CBE Student Survey indicates that 98.9% of students identify as allies and 86.5% report interest in learning about different cultures and perspectives. Students also report meaningful engagement with Indigenous learning, including opportunities to learn Indigenous Ways of Being, Belonging, Doing and Knowing and to learn from Elders and Knowledge Keepers.

Student perception and voice data suggest that students are using literacy experiences to communicate personal ideas, experiences and perspectives. The Hillhurst Student Perception Survey indicates that 72.2% of students feel comfortable sharing personal experiences and stories through writing and 83.5% feel confident expressing their thoughts through writing. Students also consistently identified opportunities for self-expression as strengths of their learning experiences.






At the same time, opportunities remain to strengthen representation and identity affirmation. The CBE Student Survey indicates that 71% of students report seeing their culture reflected within the school environment. The Hillhurst Student Perception Surve

Evidence continues to suggest that writing is serving as more than an academic skill. Students are increasingly using literacy as a vehicle to communicate identity, experiences, perspectives and personal voice. At the same time, opportunities remain to strengthen cultural representation and ensure all students see themselves reflected within the school community.

Key Learnings and Next Steps

When achievement, perception, student voice and provincial assurance data are considered together, a consistent story emerges. Students are demonstrating positive writing achievement, while also reporting positive experiences with writing, strong relationships and meaningful opportunities for self-expression. Students report high levels of support from adults, strong friendship networks and positive feelings of belonging. Achievement data, perception data and student voice data collectively suggest that students are experiencing strong conditions for success.



The most significant finding emerging from the data is that literacy achievement, student engagement and student well-being appear to be strongly connected. Students report positive experiences with writing, demonstrate strong literacy achievement and identify relationships and belonging as essential components of their learning experience. These findings suggest that the School Development Plan's focus on literacy as a vehicle for voice, identity and authorship contributing positively to both achievement and well-being.

The data also highlights opportunities to strengthen writer confidence, increase cultural representation and continue supporting belonging for all students. These findings will inform Year 3 priorities as Hillhurst continues to build upon the positive progress observed throughout the first two years of the School Development Plan.

As Hillhurst enters Year 3 of the School Development Plan, staff will continue building upon strong literacy achievement, positive student experiences, and supportive learning conditions identified across datasets. The evidence suggests that continuing to leverage literacy as a vehicle for voice, identity, belonging and authorship will support both student achievement and student well-being as the school continues its improvement journey.

