



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.

Please click the following link to access the SIRR report for the 2024-25 School Year:

[SIRR 2024-25 Hillhurst School.docx](#)



**School Goal**

Student achievement in literacy will improve

Outcome 1:

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

Outcome 2:

Students will explore and extend personal sense of identity through writing, using intentional application of skill and processes

Outcome Measures:**Key questions:**

- How might we foster student engagement in writing through personally relevant and meaningful topics to improve overall achievement, including increasing the standard of excellence?
- How might we support and reinforce students' confidence to express perspectives, investigate important questions, and integrate new learning and ideas through writing?

Specific Measures:

- *ELAL Report Card Data: 'Writes to express information and ideas'*
- *School wide task design and benchmarking (November, March and June)*
- *Survey Data:*
 - *OurSchool Survey*
 - *CBE Student Survey*
 - *Alberta Education Assurance Measures (AEAM)*
 - *Hillhurst Student Perception Survey K-6 (November, March and June)*
 - *Student self-assessment protocol K-6 (January and June)*

Data for Monitoring Progress

- *PLC: structures/processes will gather data based on student work samples with analysis of writing purpose, voice, craft, and text structure to plan for next steps in learning (in partnership with Alberta Professional Learning Consortium)*
- *Assessment: calibration (team and school wide based on common writing tasks). Data will be gathered based on common prompts and/or questions, to track writing progressions over time (student writing portfolios)*
- *Common Criteria based on writing craft and text structure / Common feedback framework (celebration, extend language, extend form/function, next step). Data will include how teacher feedback impacts student progress*
- *Strategic administration of school-based student perception surveys that connect both writing and well-being (3 local surveys in addition to formal CBE/Provincial Surveys)*

Learning Excellence Actions

- *Utilize high impact strategies to explicitly teach and support planning, idea development, organization*
- *Consistently use and reference mentor texts and mentor authors, writing exemplars and success criteria*
- *Explicit teaching of forms and functions of narrative*

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*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Design student and staff learning tasks that intentionally activate spirit, heart, body and mind*
- *Provide students with opportunities to interactively and collaboratively construct text*





writing: 'Life Writing' based on concepts, reflections, opinions and perspectives, autobiography, memories over time

- Linking critical thinking, text structure and writing craft to student identity
- Sharing of authored texts to connect and build relationships between students

- 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 (Mind to Know, Body to Do, Heart to Belong, Spirit to Be)
- Further development of school-wide questions for reflection in each domain

Professional Learning

- System Professional Learning
- Ongoing Professional Learning Partnership with Alberta Professional Learning Consortium
- Moving Writers: Life Writing
- CBE Indigenous Learning Resources, specifically Holistic Life-Long Learning Framework (all domains)
- Ongoing mentorship connections between students and authors from 24-25 school year
- Circle Protocols
- Okkakiosatoo: Look Carefully
- Professional research studies (see resources)

Structures and Processes

Classroom:

- Daily Life Writing using multiple writing modalities
- Sharing / making mentor texts visible
- Writing to express perspectives, opinions, self-narratives
- Structured feedback (school wide framework for student writing feedback)
- Use of common criteria aligned with purpose of each piece of writing

School:

- Grade Team alignment of key concepts and themes for personal narratives
- PLC: Examining student writing samples
- School-wide framework for formative feedback in writing
- Making student work visible: weaving connections between students and their community
- Our Hillhurst Circle is Strong: School Wide Community Building Project

Resources

- [ELA/ELAL Insite | Teaching Practices](#)
- [The Writing Rope: A framework for explicit writing instruction](#) (2023 Joan Sedita)
- [What's Next for This Beginning Writer:](#)
- [Story: Still the Heart of Literacy Learning](#) (2015, Katie Egan Cunningham)
- [Awakening the Heart](#) (1999 Georgia Heard)
- [CBE Indigenous Education: Designing Learning Through Ethical Space](#)
- [Fostering Resilient Learners and Relationship, Responsibility and Regulation](#) (Souers and Hall)
- [Using Restorative Circles in Schools: How to Build Strong Learning Communities and Foster Student Well-Being](#) (Follestad and Wroldsen)
- [Ally is a Verb: A Guide to Reconciliation with Indigenous Peoples](#) (LeMay)



School Development Plan – Data Story

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

2024-25 SDP GOAL ONE:

Student achievement in literacy will improve

Outcome one:

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

Outcome 2:

Students will explore and extend personal sense of identity through writing, using intentional application of skill and processes

Celebrations

Learning Excellence:

- Hillhurst students feel engaged in their learning
- Hillhurst students continue to make progress in their writing and an increase in overall standard of excellence was noted
- Students from Kindergarten to Grade 6 feel strongly that they have opportunities to share their voice, identity or experience through story
- Surveys reveal that students value writing tasks that include their voice and personal identity

Well-Being:

Hillhurst Students



100% feel teachers care about them and want them to be successful



99% report that there are people who care about me and support me



96% state that there is more than 1 adult they can do to if they need help or support

Hillhurst Students



86% feel engaged in their learning



Standard of excellence in writing increased from 22% to 26%



87% feel they are good writers and know what to do next to improve



94% agree that they have opportunities to share their voice, identity and experience through story



Truth, Reconciliation, Inclusion and Diversity:

- Hillhurst students strongly agree that they are proud to be part of their school
- Students believe that both their teachers and their peers respect and value their opinions and ideas
- Almost all Hillhurst students believe that they are 'an ally to people who look, behave, speak and/or identify differently than me'
- Hillhurst students strongly agree that they are learning about Indigenous Ways of being, belonging, doing and knowing at School, according to the CBE student Survey

Hillhurst Students



97% strongly agree that they are proud to be a part of their school



95% believe their teachers respect and value their opinions and ideas



99% believe that they are 'an ally to people who look, behave, speak and/or identify differently than me'



98% strongly agree that they are learning about Indigenous Ways of being, belonging, doing and knowing at school

Areas for Growth 2025 – 2026

HILLHURST SCHOOL GOAL

Student achievement in literacy will improve



Outcome 1:
Students will write to express ideas for the purpose of composing personalized narratives (purpose, writing craft and text structure)

Outcome 2:
Students will explore and extend personal sense of identity through writing, using intentional application of skill and process



Learning Excellence:

- Ongoing focus on increasing the standard of excellence in writing
- Setting Goals, Receiving Feedback
- Building student confidence to take risks in writing

Well-Being:

- Supporting students' belief in themselves and building personal capacity to work through challenges
- Building students' confidence to express personal perspectives, investigate important questions, integrate new learning and ideas through writing

Truth, Reconciliation, Inclusion and Diversity

- Ongoing commitment to increase the percentage of students who feel like their culture is reflected at school
- Broadening opportunities to learn from Indigenous Elders and Knowledge Keepers

Next Steps 2025 – 2026 School Year:

- Continue to foster student engagement in writing through personally relevant and meaningful topics
- Purposeful task design across all grades inviting and requiring students to express ideas and opinions
- Connecting writing and critical thinking processes to support students' ability to reflect on both personal experiences and the experiences of others
- Continuing to support and reinforce students' confidence to express perspectives, investigate important questions, integrate new learning and ideas through writing

