



Glenmeadows School

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School Development Planning

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

Introduction

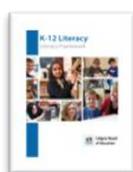
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Glenmeadows SIRR 24-25.docx](#)





School Development Plan – Year 2 of 3

School Goal

Students' achievement in biliteracy will improve.

Outcome:

Through the intentional design of writing tasks, students will improve in English literacy and well-being.

Outcome (Optional)

Through the intentional design of writing tasks, students will improve in Spanish literacy and well-being.

Outcome Measures

Report Card Indicators

- "Writes to express information and ideas" for both English and Spanish
- English as an Additional Language Benchmarking Data

Provincial Assessments

- Early Learning Assessments: CC3, LeNS, RAN and PAST

Provincial Achievement Tests

- PAT English Language Arts and Literature data (Part A)

Data for Monitoring Progress

Internal Tracking

- Collaborative Response data
- School Learning Team data
- Social Emotional Learning
- English as an Additional Language Benchmarks
- Teacher calibration during Professional Learning Community Meetings

Formative Progress

- Classroom Visits
- Common Writing Assessments
- Calibration Data

Perception Data

- Alberta Assurance Survey: *The language arts I am learning at school is interesting to me.*

Learning Excellence Actions

Utilize high impact literacy strategies to engage students

- Build reciprocal writing-reading connections
- Utilize high-impact strategies to explicitly teach and support the writing process: planning, idea development, organization, and revising
- Build reciprocal English/Spanish connections
- Utilize consistent, specific and timely formative assessment practices to move student learning forward
- Develop strength-based instructional and assessment approaches that celebrate progress and growth

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, peer feedback, and/or reflection
- Honor student choice and voice in writing
- Use technologies intentionally and purposefully that support literacy practices and learning as well as SEL to support growth-mindset
- Provide repeated opportunities for learners to practice, consolidate literacy outcomes through weekly write-ups (sharing of writing)

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Use inclusive, linguistically diverse, culturally diverse and inviting texts.
- Empower students to have voice in learning, assessment, and decisions
- Provide students with opportunities and resources to interactively and collaboratively write
- Design tasks that activate the spirit, heart, body and mind, using the indigenous lesson plans templates.





Professional Learning

CBE Professional Learning

- *Professional Learning Community (PLC) focused on calibration and task design*
- *English as an Additional Language Insite quick bites*
- *English Language Arts and Literature Insite page*
- *Assessment and Reporting Insite professional learning*
- *Literacy Framework and Powerful Writing Structures by Adrienne Gear*
- *Early Learning Assessment, UFLI and Heggerty*
- *The Writing Revolution 2.0 by Hochman and Wexler*
- *Assessment and Reporting: calibration, triangulation and reading/writing rope*
- *CASEL: Social Emotional Learning*

Structures and Processes

School-Based

- *Provide daily structured and supported writing times*
- *Conference with students*
- *Explicit teaching through mentor texts*
- *Clear learning intentions and purpose for writing*
- *Collaborative Response for EAL and PLC for writing*
- *Intervention support*

Resources

- *Literacy Framework*
- *EAL/ELAL/SLA Teaching Practices in Insite*
- *Powerful Writing Structures by Adrienne Gear*
- *The Writing Revolution 2.0 by Hochman and Wexler*
- *Writing Rope*
- *PLC Template*
- *Holistic Lifelong Learning Framework and Companion Guide*
- *Calibration Protocol*
- *Student Well-Being Framework*
- *SEL through CASEL resources*
- *Organization charts*
- *Scope and Sequence*
- *Additional .5 literacy teacher*
- *CBE Assessment and Reporting: 5 Guiding Principles Look Fors, Listen Fors, and Questions*



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: *Students' achievement in biliteracy will improve.*

Outcome one: *Through the intentional design of writing tasks, students will improve in English literacy and well-being.*

Outcome two: *Through the intentional design of writing tasks, students will improve in Spanish literacy and well-being.*

Celebrations

- Students receiving a 1 or 2 on the Report Card Indicator for “Writes to express information and ideas” in ELAL decreased from 40.95% in June 2024 to 34.94% in June 2025
- OurSchool Survey, the Diversity and Inclusion Overall Agreement increased from 56.51% in June 2024 to 65.69% in June 2025, a growth of 9.18%. Notable increases include:
 - “Values cultural learning through friends from different cultures” increased from 65.58% (June 2024) to 80.58% (June 2025), an increase of 15.00%
 - “Values other cultures (Secondary Only)” increased from 69.70% (June 2024) to 85.29% (June 2025), an increase of 15.59%
- Early Years Assessments showed the following changes:
 - LeNS: Students requiring additional support decreased from 24.83% (Sept. 2024/Jan. 2025) to 6.9% (June 2025)
 - CC3: Students requiring additional support decreased from 16.2% (Sept. 2024/Jan. 2025) to 4.63% (June 2025)

Areas for Growth

- Build student' ability to set learning goals and to create plans to reach those goals
- Strengthen students' writing skills, including expanding sentences with increasing detail, incorporating transition words, and organizing ideas into paragraphs
- Increase students' ability to write to express their ideas in Spanish

Next Steps

- Engage in professional learning based on *The Writing Revolution 2.0* by Hochman and Wexler
- Create Tiers of Support for literacy (reading and writing) through Collaborative Response Meetings
- Implement intentional word work groups in both English and Spanish





- Track progress through Professional Learning Communities
- Focus on goal setting through the second CASEL competency, self-management
- Continue work with the writing process and calibration using bi-weekly write ups, extending this work to Spanish as well as English

