



Glenmeadows 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 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

We have used Report Card data from June 2023 for Literacy to inform our 2024-25 school year.

ELA Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	3%	20.9%	47.8%	28.4%
Grade 2	4.8%	35.5%	40.3%	19.4%
Grade 3	2.1%	27.1%	60.4%	10.4%
Grade 4	6.9%	24.1%	41.4%	27.6%
Grade 5	5.4%	21.6%	62.2%	10.8%
Grade 6	0%	45%	52.5%	2.5%
Average	3.7%	29%	51%	16.3%

SLA Stem: Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	4.3%	26.1%	49.3%	20.3%
Grade 2	7.5%	49.3%	37.3%	6.0%
Grade 3	6.1%	28.6%	55.1%	10.2%

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



Grade 4	3.1%	31.3%	43.8%	21.9%
Grade 5	2.7%	35.1%	54.1%	8.1%
Grade 6	0%	22.5%	60%	17.5%
Average	4%	32%	50%	14%

ELA: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	3%	29.9%	55.2%	11.9%
Grade 2	6.6%	52.5%	41%	0%
Grade 3	4.2%	47.9%	45.8%	2.1%
Grade 4	7.1%	32.1%	53.6%	7.1%
Grade 5	5.6%	36.1%	52.8%	5.6%
Grade 6	0%	51.3%	41%	7.7%
Average	4.4%	41.6%	48.2%	5.7%

SLA: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	0%	17.4%	44.9%	37.7%
Grade 2	10.4%	44.8%	43.3%	1.5%
Grade 3	8%	42%	40%	10%
Grade 4	6.3%	40.6%	46.9%	6.3%
Grade 5	5.4%	45.9%	40.5%	8.1%
Grade 6	0%	25%	62.5%	12.5%
Average	5%	36%	46.3%	12.7%

After analyzing our English Language Arts and Literature report card data at a deeper level we found that there are more students who are not meeting the Mastery (indicator 4) in writing as compared to reading, the margin difference is 10.6% average in ELA.

We have also used our early learning diagnostic data to inform our literacy next steps in the K-3 cohort for the 2024-25 year.

Test	At Risk	Not at risk
Castles & Coldheart (CC3) Gr 2 & 3	11% (irregular words) 4% (regular words)	89% 96%
Lens Gr 1 & 2	31% (name accuracy) 23% (sound accuracy)	69% 77%

PAT data was not available for English or Math due to new curriculum. However, previous year data indicates a strong standard of excellence in English Language Arts.





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

Well-Being

Student voice through OurSchool Well-Being survey has indicated that 77% of students in grades 4&5 have a trusted adult they can seek when dealing with challenging situations and 85% of students feel respected at school. In the grade 6 survey 69% of students have a trusted adult they feel they can seek when dealing with challenging situations; 79% of grade 6 students indicated they felt respected at school. This aligns with the data on self-regulation, students having the ability to consciously control their emotions and behaviours and maintaining focus on a task (75% Grade 4, 67% grade 5 and 62% grade 6) as well as feeling safe at school (72% grade 4, 75% grade 5 and 62% grade 6).

The data in the Spring 2024 Alberta Education Assurance survey for students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school provide similar data results.

Safe and Caring – Measure Details

Safe and Caring – Measure Details																																			
Percentage of teacher, parent and student agreement <u>that</u> , students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																			
	School					Measure Evaluation					Authority					Province																			
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024																	
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	N	%															
Overall	85	89.3	58	91.7	146	94.0	132	91.8	144	93.3	Very High	Maintained	Excellent	39,558	88.8	34,649	88.4	36,967	87.7	39,431	85.5	40,274	84.8	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.4	282,848	88.8
Parent	18	84.3	8	89.2	26	92.2	21	88.6	22	99.1	Very High	Improved	Excellent	5,923	88.4	5,258	88.3	4,910	88.2	5,656	86.4	4,952	85.5	36,899	90.2	30,969	95.0	31,707	89.5	31,879	88.1	33,225	88.0	34,000	88.8
Student	49	90.4	35	90.1	103	90.9	94	89.2	103	85.0	Very High	Declined	Good	27,615	83.7	24,265	83.2	26,900	82.1	28,291	79.8	29,321	78.8	193,364	82.6	169,813	81.4	187,165	82.5	193,049	81.5	199,805	80.4	208,745	80.8
Teacher	18	93.3	15	95.9	17	98.8	17	97.6	19	95.7	High	Maintained	Good	6,020	94.3	5,126	93.7	5,157	92.7	5,484	90.4	6,001	90.1	33,941	95.3	30,265	95.4	30,963	94.3	32,350	93.0	32,360	92.9	33,600	92.8

Our focus for this year is to implement a school-wide approach of teaching through social-emotional lens, building confidence and sense of identity, along with using the Social Emotional Learning (SEL) program with a specific attention on teaching students regulation strategies to improve learning experiences.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents highly diverse student population with 31% of our students identified as English as an Additional Language learners, 3.5% of our students self-identifying as Indigenous and 27% of our students as having identified Special Education requirements. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

Our School Survey indicates that students have positive relationships (92%) and a sense of belonging (78%). Students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures is 90%. However, under the umbrella of diversity and inclusion, we will focus on self-regulation as our School data indicate 63% of students are able to self-regulate.





School Development Plan – Year 1 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

Data for Monitoring Progress

Internal Tracking

- Collaborative Response data
- School Learning Team data
- Social Emotional Learning
- English as an Additional Language Benchmarks
 - Formative Progress
 - Classroom Visits
- Common Writing Assessments
- Calibration Data

Perception Data

- SEL Survey on Writing
- OurSchool Survey: My writing skills help me when I need to communicate my thoughts.

Learning Excellence Actions

Utilize high impact literacy strategies to engage students

- Build reciprocal writing-reading connections
- Use high-impact strategies to explicitly teach and support planning, idea development, organization and edits.
- Build reciprocal English/Spanish connections
- Use 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
- 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 KUSPS 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***

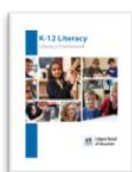
- *English as an Additional Language Insite quick bites*
- *English Language Arts and Literature Insite page*
- *Assessment and Reporting Insite professional learning*
- *Literacy Framework and Powerful Writing Structures by Adrienne Gear*
- *Early Learning Assessment, UFLI and Heggerty*
- *Assessment and Reporting: calibration, triangulation and reading/writing rope*
- *CASEL: SEL PL*

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*
- *Writing Rope*
- *PLC Template*
- *Holistic Lifelong Learning Framework*
- *Calibration Protocol*
- *Student Well-Being Framework*
- *SEL through CASEL resources*
- *Organization charts*
- *Scope and Sequence*
- *Additional .5 literacy teacher*





Quick Reference Guide

Goal: The goal outlines the area for improvement for the school. It is based on the data in the data story and describes both the direction and the outcome of the plan. A goal is intended to last over the entirety of the three-year plan.

Outcome: Outcomes are the priority areas of focus in relation to each goal. The outcomes reflect the desired state that the school wants to achieve through its actions and may be something that could be accomplished in one to three years.

Outcome Measure: This is a data set that would directly measure progress related to the outcome. Think of it as the Summative Assessment at particular points for your SDP. You do not need to specify a degree of improvement specifically, but consideration should be given to how you will know the extent to which you are achieving the outcome. The outcome measures will be reported the following year School Improvement Results Report. **Rule of Thumb |** you must have at least one measure for each outcome and best practice would suggest that you have sufficient measure to provide confirmation and triangulation of your data. **ProTip |** whatever data set in your data story highlighted an area for improvement is a good place to **start** in terms of an Outcome Measure.

Data for Monitoring Progress: These are data sets that do not directly measure progress towards the outcome but might provide ongoing, Formative Assessments along the way that give you a sense of progress towards the outcome and/or the effectiveness of your actions. These data sets are not intended to be part of the School Improvement Results Report but may be leading indicators of success like attendance, SLT or ALT referrals, or staff feedback on professional learning. They are intended to provide you with data in order to make adjustments to actions, professional learning, structures, processes, and resources in-year and may inform the data story in the following year.

Actions: Actions are articulated for each Outcome and are meant to develop and be refined over the three years of the plan. These are reflective of evolving school context, available resources, and priorities. While actions may continue from one year to the next as they connect to outcomes which may continue to be accomplished over one to three years. As this is year one of three, there would be an expectation that actions are continually refined and adjustments made over the course of the three year plan.

Monitoring Progress: The School Development Plan is intended to be a fluid working document, formative in nature and responsive to evolving contexts, data for monitoring progress and periodic assessment of outcome measures. While provincial deadlines determine when to share this plan with the public, the plan is intended to be revisited and adjusted regularly in response to data collected.

Monitoring Progress (continued): The School Development Plan works in concert with you Data Plan and Professional Learning plan to highlight points where incremental and outcome measure data becomes available, and in conjunction with Education Director School Visits, provides the opportunity for reflection, discussion and SDP adjustments over the course of the plan.





Professional Learning: These are the topics that staff will be learning about or in which they will be continuing to develop professional expertise in order to achieve to progress towards the outcomes. **Pro Tip |** Ensure that if you are engaging in professional learning, that it is supported by the system. The links can direct you to system offerings for teachers, leaders, and support staff. When in doubt connect with your Area Director.

Structures and Processes: These are conditions for success leveraged to improve within the area identified for improvement. Structures and processes may be school-wide or classroom specific and are unique given the degree of control we have over specific structures and processes in a school setting. **Examples of school structures and processes include:** whole school attendance processes, school timetables, course offerings, designated spaces for regulation or support, breakfast programs, brown bag lunch program, School Council, Student Council, clubs, complimentary (CTF/CTS) course offerings, ongoing communication plans, supervision/welcome schedules. **Examples of classroom structures and processes:** Think/Pair/Share, popsicle sticks for sharing, circle sharing, sit spots, making exemplars of student work visible, making learning intentions visible, specific daily or weekly routines, make visible co-created classroom norms, Word Walls, flexible grouping.

Resources: A list of human, physical and technological supports that will be needed in order to build student and teacher capacity. They can include, for example: a book to study; a CBE strategist to work alongside; a document to reference; or a video recording to engage with. **Pro Tip |** Do not include time or money and do not include the Framework documents as they are considered foundational to all of the work that we are doing.

Links to Insightful Resources on Insite

- [CBE Education Plan | 2024-2027](#)
- [School Development Planning](#)
- [School Improvement Results Report](#)
- [Data Process within School Development Planning](#)
- [Assessment and Reporting \(*including the Reporting and Expectations Timeline*\)](#)
- [CBE Literacy Framework](#)
- [CBE Mathematics Framework](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- [CBE Student Well-Being Framework](#)

