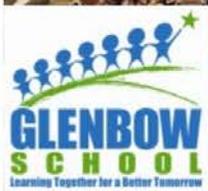




GLENBOW SCHOOL

2017-2018 SCHOOL EDUCATION PLAN
MAY 25, 2018
YEAR FOUR



Message From School Administration

Bienvenue! Welcome!

We have much to celebrate at Glenbow! In our first year as a dual track school, we have focused on building a vibrant and engaged learning community. Conversations and celebrations of student learning are visible on a daily basis in both French and English.

As the Principal and Assistant Principal of Glenbow School, it is our fortune to work with staff, students, parents and community who all make Glenbow a great place to be. One of the foundations of what we do as a school is ensuring that all students leave us with a strong skill set in literacy, numeracy and 21st century competencies that is necessary to succeed and contribute positively to our communities. To this end, in support of Rocky View Schools vision to ensure students are literate and numerate and are building 21st century competencies, Glenbow will continue to build on the research based strategies we began with in the first year of this plan.

Rocky View Schools has been diligent in establishing a strong foundation for all of their schools creating and implementing, through professional learning, the Literacy and Numeracy Framework. (RVS Literacy and Numeracy Framework) Rocky View Schools' vision is to ensure that all students are literate and numerate, and Glenbow School supports literacy and numeracy by making it a central focus for our students. Targeted literacy, Levelled Literacy Instruction, and balanced literacy programming in classrooms are some of the avenues that ensure students progress in literacy. With the application of additional support and resources, the Learning Support team, support staff, teachers and administration provide instruction and build capacity in students. Teachers continue to attend professional learning in literacy and numeracy to stay informed about current research based practices. Key elements for developing literacy and numeracy competencies, indicators for success, and exemplary teaching and assessment practices guide instructional decisions. We have been strategic to ensure that there are early literacy and learning support staff to guide programming for the English and French programs for the upcoming year. Similarly, we will be working with provincial experts on a regular basis to guide and inform best practices in numeracy.

In the 2018-2019 school year, we will build upon our practice of collecting data points that indicate literacy levels, and mathematical understanding at consistent points throughout the year. This data will help to guide teacher planning and practice, ensuring that students are continuing to grow, and getting the support that they need to succeed.

At Glenbow, there exists a strong foundation of caring about each learner, and a deeply felt commitment by staff to ensure students experience success in learning, and are socially and emotionally supported. This sentiment is evident in the deep dives that students and teachers take into their learning through shared projects, and school wide focusses. It is from this place of support that we build 21st Century Competencies in our students. Teachers tailor their lessons to provide opportunities for students to grow these competencies. Students learn what it means to think critically, solve problems, communicate and be civically engaged on a regular basis. It is the goal to transfer these skills into leadership opportunities to serve others for the greater good around the school and the community.

We look forward to sharing and celebrating your student's learning with you in the year ahead. Parents will have the opportunity to access the Parent Portal as a tool to learn more about class assignments and student progress. Students will have an opportunity to showcase and reflect on their learning through the use of My Blueprint, an e-portfolio tool.

As you read through this plan, we invite you to envision a role for yourself to engage and support your children's learning at Glenbow School. Thank you for your continued support of Glenbow School, we are looking forward to an excellent year of learning.

School Name: Glenbow Elementary School

Principal: Brendan Trinca Assistant

Principal: Neil Comba

Address: 55 Glenpatrick Road, Cochrane, AB Phone:
403-932-4922

Email: glenbow@rockyview.ab.ca

Website: glenbow.rockyview.ca

**School Profile:**

Grade Configuration: Kindergarten – Grade 5

Student Population: 495 students

No. of Teachers: 28 No. of

Support Staff:10



Vision: Be the Change: Learning Together for a Better Tomorrow

Mission: To inspire learners to be innovative global citizens who actively respond and contribute to the challenges of an ever-changing world with courage and compassion; continually striving for personal excellence.

Unique Features of our school include:

- Located in the heart of the Glenbow Community
- Emphasis on strategic literacy and numeracy development through targeted instruction
- Focus on Universal Learning Environments to open opportunities for all students to thrive
- Emphasizes global and environmental stewardship
- Inquiry, and hands-on learning instills critical thinking, and empowers students to respond to events and issues inside and outside the classroom
- Community gardens build a sense of community, bring a variety people together for a common purpose, fosters stewardship, and provides students with an opportunity to learn how to grow, care for, and harvest their food
- Cultural learning is embedded in classroom instruction and celebrates French and Indigenous culture.
- Community partners supplement nutritional requirements for students through the 'Breakfast' and 'Food for Thought' programs to allow students to focus on leaning
- Leader within the community because of our comprehensive recycling program

Quotes from Parent Advocates

“With the boundary changes for French Immersion last year, this was our first year at Glenbow School. To say that I am impressed with the welcoming and supportive nature of the school is an understatement. The caring and approachable staff that we have met this year has made for a happy and successful year for our daughter. Glenbow School has truly embraced all the new families and made us feel like we belong and we are looking forward to the years to come at Glenbow School.” —Shannon H

“Glenbow School provides such an open and encouraging environment for our children to thrive! The blend of traditional, creative and socially aware learning is inspiring to see, and it brings out the best in all the kids. My daughter Lucy is excited to go to school every day - and eager to share what she learned every evening - and this to me is the measure of true educational success. We love Glenbow School!” Tammy M J

Recent Achievements:

French Immersion: Glenbow School is proud to be Rocky View Schools' newest dual track school where both French and English are embraced and celebrated every day – the two languages are heard during our student-led daily announcements, the school's bilingual assemblies, and were both captured into our Canada 150 mural centered on the theme of belonging. Last August, we welcomed many new students and families to the Glenbow learning community. Throughout this school year, we invested the necessary time to ensure students from both programs have had opportunities to work together in meaningful ways in order to get to know one another. Much of this collaborative work takes place in the MakerSpace, a space dedicated to providing students with opportunities to explore, create, and share innovative thinking through engaging tech and non-tech activities. For example, the French Immersion Learning Support teacher brings together blended groups from Grade 3 and 4 to collaborate and problem solve non-tech challenges together. Other examples of bringing students together include the blending of all Grade 2 students for Friday math centres, and the Grade 4 students taking the lead on managing the recycling program with one set of students then teaching the next set of student leaders who in turn then teach the next set. The Glenbow School learning community has become a richer learning environment for the addition of the French Immersion program.

Literacy and Numeracy: Literacy and Numeracy are the cornerstones of our academic work. Through monies from the Classroom Improvement Fund, this year saw our teachers delve deeper into the Rocky View Schools Literacy and Numeracy frameworks. Some examples of this work include on-sight grade team meetings discussing and developing work for Math Fluency - Stacy Connolly, a RVS learning specialist for Numeracy, met with each grade team early in the year to help set direction. Off-sight work included Grade 1 French Immersion and English team members attending sessions on the new Mathology program. Several staff continued their studies of the use of Lucy Calkin's Units of Study emphasizing the use of the Writer's and Reader's Workshops. Our staff was also fortunate to host some Bearspaw School staff in a joint professional learning opportunity with Dr. Joe Stouffer focused on supporting balanced literacy instruction.

Learning Support: This school year saw a new team of teachers leading the learning support programs at Glenbow School. This trio of teachers have certainly risen to the challenge. With the goal of moving the RVS Literacy and Numeracy Frameworks forward for all staff and students, this team strives to grow in practices around classroom complexities to the ultimate benefit of every child. Our Learning Support team continues to meet once a week in an effort to address the needs of students who have been identified by their classroom teachers as needing support. Through these meetings we align best practices, develop programming plans and often engage other experts from both within and outside our division in order to best support our most vulnerable students. Programming is based around 6-8 week cycles of intervention with time for pre and post assessment of targeted skill development. Recently, we met with the Learning Support teachers, Administration and Grade 6 teachers from Mitford School (part of our family of schools) to ensure a shared set of literacy support practices and a continuum of expectations is solidly in place for a smooth transition for students from one school to the next.



Future Priorities

Student and Staff Wellness

This year, Glenbow prioritized coming together as highly functional and successful team. There have been many highlights throughout the year that reflect these successes. Glenbow School has provided rich learning opportunities for students to develop academically and socially with the end goal of preparing students to successfully contribute to our community. In the 2018-2019 school year, one of our main priorities will be to further develop staff and student wellness. We will strive to develop a common language related to character education. In order to ensure alignment and success of this language, it is imperative that it be closely related to our core values as a learning community. This language will provide an opportunity to support students in a consistent way, and act as a framework to solve difficult problems.

We will promote staff wellness through regular professional learning, incorporating concepts like: feedback, collaboration, supporting through challenging and asking questions, and learning about practical ways that we can be at our best, so students can be at their best.

Glenbow's School Council recognizes their role in creating opportunities for parents to learn about and engage with their school community. They have already initiated plans for hosting parent information evenings that include school staff sharing about topics relevant to the information that parents are interested in learning more about.

Rocky View Schools Numeracy Framework

Rocky View Schools invested a considerable amount of time, resources and expertise into providing a consistent numeracy framework for all schools to use as a guide to research based best practices in numeracy. Glenbow's numeracy practices currently reflect many elements of the framework. We continue to be invested in training staff and purchasing approved resources, with the goal to employ consistent, best practices in our school. In the coming year, we will continue to develop our understanding of common tools and resources such as YouCubed.org and Jo Boaler's work on Mathematical mindsets.

In consultation with our area director, and our School Council, it became clear that Math is a priority area. Initial plans are in place for a school parent evening (and possibly for all west side schools) that will further parent understanding of the Mathematics curriculum. We will also continue to provide Grade Teams the opportunity to work with the RVS Numeracy Specialists.

Communication of Student Learning

Teachers at Glenbow School have been diligent and thoughtful in learning how to apply an online tool called Gradebook that translates student assessment into a tool for parents called the Parent Portal. This was opened to all parents this school year. Teachers have clearly made the transition to using the Parent Portal to provide ongoing assessment and feedback of student learning.

Next year, teachers will be implementing an online portfolio tool called "My Blueprint". This portfolio will be student driven, and provide students and their families the opportunity to set goals, and engage in ongoing reflection of their own learning. These portfolios are designed to share student learning, promote reflection and make learning visible throughout the year. We will work with our School Council to promote the use of these tools and to help parents transition from more traditional means of understanding student learning to a more progressive and broader understanding.



GOAL 1: LEARNERS ARE SUCCESSFUL

Outcome

Learners are literate and numerate.

RVS Performance Measure

- (AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.
- (RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.
- (RVS) Divisional performance measures to be identified by Literacy/Numeracy Task Group. (Pending)

Strategies

- Continued Targeted Instruction and flexible groupings for Gr. 1-5, with a focus on literacy in order to move all students forward in their literacy skill
- Continue Numeracy Coaching to build capacity of teachers and students.
- Implement Fountas and Pinell and Running Records as a school-wide tool as a diagnostic test to gather data and track student learning.
- Support for FNMI, ELL and at-risk learners by accessing the learning support teams, and through target time.



Learners build 21st C competencies (skills and knowledge).

- (AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.
- (AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending)
- (RVS) Percentage of students, parents, and staff who agree that students are building 21st Century competencies.

- Timetable to support collaborative planning for grade and cross-grade teams, and support staff.
- Use technology to assess and self assess student growth.
- Use “My Blueprint” as a student portfolio tool. Students will learn to take ownership of their learning by setting goals and reflecting on their learning.

Learners take ownership of their learning.

- (RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.
- (RVS) Percentage of staff that use balanced assessment practices to support student learning.

- School-wide implementation of Communication of Student Learning (Parent Portal and ePortfolios).
- Student learning is made visible during expositions. Increase opportunities for students to showcase their learning process and products (ePortfolios, Google docs, School Webpage, School Council meetings, Glenbow Facebook Page).
- Involve students in the assessment process.
- Identify clear learning targets, learning goals, essential questions and big ideas for students.

GOAL 2: LEARNERS ARE ENGAGED

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies</i>
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none">▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.	<ul style="list-style-type: none">▪ Expand student leadership in all grade levels with common focus of servant leadership.▪ Expand Maker Spaces to provide access for all students.▪ Continue to offer outdoor learning opportunities to all students.▪ Plan and implement cultural celebrations, such as French Cultural Week and Indigenous Week.
Innovative and effective practices enrich learning.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.▪ (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.▪ (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).	<ul style="list-style-type: none">▪ Provide opportunities for students to engage/participate in Fine Arts to perform and illustrate their talents and learning.▪ Use Student Orientation to School Questionnaire (SOSQ) data to inform social-emotional support.▪ Explore the effects of daily physical literacy and physical activity on engagement, school connection and student resiliency.
Partners enhance and fuel learning.	<ul style="list-style-type: none">▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.	<ul style="list-style-type: none">▪ Increase partnerships between 'Family' of Schools (BVHS, Mitford, Manachaban, CCA) to maintain consistency with numeracy and literacy practices, effective transitions and Professional Development.▪ Promote participation in School Council through having representatives for every classroom to promote participation from all parents.▪ Continue to build Community Partnerships to expand learning opportunities and ways we can serve the community.▪ Meet with Manachaban, at beginning and late year to plan student transition. This is our first year as their feeder school.

GOAL 3: LEARNERS ARE SUPPORTED

Outcome

RVS Performance Measure

Strategies

Learners feel well, safe, valued, and respected.

- (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.

- Expand school-wide, cross-graded inquiry learning buddy opportunities (organized by class, cross grade groupings, and also by intentional pairing of younger and older students).
- Continue to evolve leadership development and service learning with students at all grades having opportunities for leadership: Invite students to sit on committees around topics like Bully Awareness, and School Culture.
- Learn about Restorative Justice practices that help build classroom communities.
- Implement Seniors for Kids mentoring for students.

Learning is accessible, individualized and challenging.

- (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.
- (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.

- Expand digital learning and develop the Learning Commons as an accessible learning space.
- Create a bank of online resources that students and parents can use at home.
- Provide access to resources, assistive technologies and supports to meet diverse needs of students.
- Re-design learning spaces that engage students and facilitate learning.
- Budget for collaborative grade team meetings and PLP development.
- Inservice staff with implementation of PLPs, accessing RVS expertise.



PROFESSIONAL LEARNING INQUIRY

Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

RVS Essential Question:

In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?

School Based Essential Question:

In the pursuit of maximizing staff engagement and student learning opportunities, how might we plan our professional learning for the 2018-2019 year?

SCHOOL BUNDLE ROLL-OUT

Administrator Debriefing	▪ March 14, 2019		
Public Website Development	▪ March 19 & 20, 2019	▪ Kyla Stewart (Webmaster) ▪ Kevin Littlefair (School Tech)	
SGF Centralization and Ecommerce Development	▪ March 21 & 22, 2019	▪ Carmen Hodges	
Staff Web Portal Introduction	▪ April 8, 2019	▪ 3-4pm	
Onsite Support	▪ April 15, 2019	▪ Approximately 13 substitute teachers	

BUDGET HIGHLIGHTS

	2017/18	2018/19
Certificated Staff	\$2,694,934	\$2,536,848
Support Staff	\$660,486	\$541,155
Services & Supplies	\$177,321	\$135,277
Other		
Contingency	\$18,421	\$24,000
TOTAL EXPENDITURES	\$3,545,149	\$3,237,280

Classroom Improvement Fund (CIF)

On May 29th, 2018, we began the process of establishing a CIF committee that consists of the principal, assistant principal, and any teacher who would like to be a part of the committee. Through following the provincial guidelines, the committee submitted a proposal to Rocky View Schools with regards to how they planned to use this money to support student learning.

2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 1, May 18
School Council	<input checked="" type="checkbox"/>	April 11, May 9

I, (*Principal*), certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

May 25,2018

Date



School Council Chair Signature

May 25,2018

Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.



Superintendent of Schools

July 6, 2018

Date