

Student Snapshot

20%

School's overall score on Positive Behaviour Intervention and Supports inventory.

75%

of students absent from school less than 10 per cent of the year.

57%

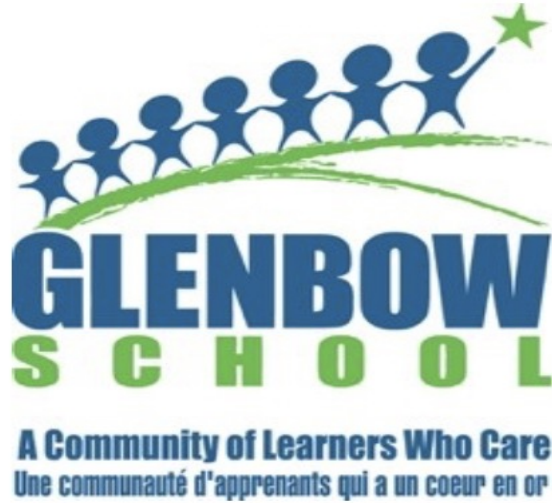
of students value learning, have positive homework and study behaviours.

80%

of Grade 1 – 3 students with early literacy skills not at risk according to the Alberta literacy assessment (CC3).

70%

of Grade 1 – 3 students with early numeracy skills not at risk on the Alberta numeracy assessment.



Glenbow School

2023/24

School Education Plan At-A-Glance



This Year We Worked On:

- providing targeted literacy and numeracy intervention to all students
- incorporating Indigenous ways of knowing while learning on the land
- establishing a Positive Behaviour Intervention (PBIS) and Support Matrix

You Can Help By:

- ensuring students attend so they can participate in the literacy and numeracy activities
- volunteering for learning on the land walks with your child's class
- reinforcing the PBIS expectations at home that are shared in the Glenbow Gazette

Next Year You Can Look Forward To:

- continued literacy and numeracy intervention and more consistency in classroom practice across grades
- PBIS lessons to support our matrix
- more opportunities to learn with Indigenous Elders



A Community of Learners Who Care
Une communauté d'apprenants qui a un coeur en or

Glenbow School

School Education Plan 2023/24



November 2023



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2023 – 2027 Four-Year Education Plan

Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.

Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

Priorities

RVS will achieve the goals in the Education Plan by...

Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

Administrators' Message

Glenbow School is proud to share our 2023-24 School Education Plan with our community! Our School Education Plan goals are connected to the Rocky View School Division Education Plan and feedback from our students, staff and parents helps provide direction in the important professional learning and school initiatives we work on.

Literacy remains a priority at Glenbow. All students in grade 1 – 4 are provided with opportunities to develop their literacy skills in targeted groups based on data collected through benchmark assessments. At the heart of this work are cycles of literacy that run for 6 weeks. Teachers and Learning Assistants work together to provide a variety of literacy centres and guided reading activities. Rich, challenging problems in Numeracy are also being used to engage students in math and to help them develop persistence and perseverance when facing difficult tasks. Staff use a variety of games, activities, centres and problems as part of their program. Students work independently and with small groups to tackle these challenges. They have multiple opportunities to talk about their learning and to share the various strategies they use to solve problems.

We continue our journey towards truth and reconciliation by engaging in professional learning through the Rocky View Schools Indigenous Learning Branch and organizations like the Alberta Teacher's Association. Many staff are also completing the 4 Seasons of Reconciliation training. This work will help us decolonize our practices and incorporate Indigenous perspectives and knowledge into our daily practice in authentic and engaging ways. This also involves taking our students outside on the land regularly, which is an important part of learning at Glenbow School.

Positive Behaviour Intervention and Supports (PBIS) has also been an area of focus for Glenbow School. Staff have worked to establish a PBIS Matrix with student friendly language that outlines the positive behaviour expectations for our school. Common language, clearly defined expectations, and direct instruction create the conditions for a safe and predictable school environment. Restorative practices also complement this work and there is a strong emphasis on repairing and restoring relationships as part of our problem-solving process. This continues to strengthen the positive culture and community we have at Glenbow School.

We are extremely proud of the work that is being done at our school and the wonderful relationship we have with our community. Glenbow School is a special place, and we appreciate the hard work of our students and staff and the commitment of our families to learning.

Jason Billings
Principal

Sarah Caldwell
Assistant Principal

School Profile

<p>Principal: Jason Billings</p> <p>Assistant Principal(s): Sarah Caldwell</p> <p>Website: https://glenbow.rockyview.ab.ca/</p>	<p>Mission:</p> <p>A Community of Learners Who Care</p> <p>Une Communauté D'apprenants Qui A Un Coeur En Or</p> <p>Vision/Purpose/Beliefs:</p> <p>As a community of learners who CARE we:</p> <p><i>Celebrate</i> our learning, our creativity, our successes, and our diversity.</p> <p><i>Accept</i> each other for who we are.</p> <p><i>Respect</i> ourselves, others, and our environments.</p> <p><i>Explore</i> our wonders, our ideas, and our world.</p> <p>En tant que communauté d'apprenants qui a un coeur en or, nous :</p> <p><i>Célébrons</i> nos apprentissages, notre créativité, nos succès et notre diversité.</p> <p><i>Acceptons</i> les autres tels qu'ils sont.</p> <p><i>Respectons</i> les autres, l'environnement et nous-même.</p> <p><i>Explorons</i> nos pensées, nos curiosités et nos idées dans le monde entier.</p>
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Total Number of Students: 556

Grades Served: K – 4 (Dual Track – English/French Immersion) Kindergarten to Grade 4

Total Number of:

- Classroom Teachers: 25
- Learning Support Teacher(s): 2
- Learning Assistant(s): 8
- CDA(s)/Guidance Counsellor(s): 1
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 3

School Diversity Profile

As with all Rocky View Schools, Glenbow School reflects a rich and diverse learning community.

Notably, 5 per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent <5 per cent of our school population. The most common first languages for these students are Ukranian and Tagalog.

As an inclusive school, we welcome 6 per cent of our students who have significant learning needs.

Additionally, our school offers a variety of extracurricular activities for our students. These involve clubs like choir, cheer, recycling, and soccer. We are also proud to be an Ecoschool. This involves a very active Ecosquad of students who lead environmental activities in our school. Last year, we were thrilled to earn Platinum Status from Ecoschools Canada due to the numerous initiatives that we completed. One other notable club is our Early Act Club which runs in partnership with the Rotary Club. This group of grade 4 students complete local projects to support our community and develop leadership amongst the students.

Student Feedback from Spring 2023

What do students think are some things that are going well?

- Students enjoy taking their learning outside (field trips, experiential learning, annual walk and run) and the Active Living walks
- Weekly BAM (Body and Mind) sessions with the school Childhood Development Advisor are well received
- Students have access to technology on a regular basis to support their learning
- Students feel that Glenbow is safe and provides a positive learning environment that focusses on being a kind and caring community member

What do students think could be worked on or improved?

- Keeping a clean environment (inside and outside) is something to work on. This includes keeping our shared spaces (washrooms, Learning Commons) clean.
- Some students feel they don't have an outlet for creativity. Opportunities that provide students with ways to showcase and develop creativity would be appreciated.

Parent Feedback from Spring 2023

What do parents think are some things that are going well?

- Parents like our CARE motto and the school spirit that it fosters
- There are strong relationships with staff, students and parents and it has a very positive impact on school culture.
- Parents appreciate the amount of outdoor learning that is done at Glenbow and the active nature of the school.

What do parents think could be worked on or improved?

- Many parents have shared that there are too many logins (apps, portals, websites). It is a barrier to remaining engaged with the school.
- Parents want weekly communication with homeroom teachers as the best way to stay informed about student progress and what is happening at school.

RVS Four-Year Plan Survey Results

What does the survey indicate is going well?

- The quality of education provided to our students is strong.
- Citizenship is a priority at Glenbow.
- Students are engaged in their learning and feel they can do well at school.
- There are positive relationships amongst students, staff and parents.

What does the survey indicate could be worked on or improved?

- We need to determine ways that parents can get more involved in school activities.
- We could look at reducing the number of on-line tasks for parents (apps, websites, portals).

RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	25%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.	Groupe Beauchemin+	19%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	58%
School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	20%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	75%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	75%

What does this data tell us is going well?

- Regular school attendance is strong for our students.
- We have a good number of students reading at or above grade level on the BAS.

What does this data tell us could be improved or worked on?

- Continued growth in our GB+ scores will be a focus this year.
- More explicit instruction with our PBIS matrix should help improve our TFI score.

Alberta Education Assurance Measure Results

Spring 2023

School: 5226 Glenbow Elementary School

Assurance Domain	Measure	Glenbow Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.6	82.7	82.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	86.6	87.6	87.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	92.1	93.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.6	89.3	89.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.3	78.7	78.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	76.4	74.5	77.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

What does our data indicate is going well?

- Student engagement has improved from the following year.
- We have maintained our focus on citizenship and the quality of education offered at Glenbow.

What does our data tell us could be improved on?

- Parental involvement remains an area of growth for us at Glenbow.

Advancing students numeracy and literacy skills



Outcome: Students are numerate and literate.

How Might We: How might we use our literacy and numeracy data to continue to provide targeted instruction for all students in our classrooms?

School Goal 1:

By June 2024, we will increase the number of grade 1 – 4 students reading at or above grade level in English from 58% to 65% and in French from 19% to 25%, as measured by the BAS and GB+ assessment tools.

By June 2024, we will increase the number of grade 1 – 3 students performing math at or above grade level from 35% to 70% as measured by the Provincial Numeracy Assessment.

Data that informed this goal:

F&P: 58% reading at or above grade level

GB+: 19% reading at or above grade level

MIPI (Gr. 4): 25% performing at grade level, Numeracy Assessment (Gr. 1-3): 35% performing at grade level

Connection to the practice guide(s):

PL Practice guide: “Educators reflect on and incorporate data to measure the impact of professional learning on students and their learning.” (page 5)

Inclusive Education practice guide: “Design differentiated instruction to intentionally make learning engaging, meaningful and effective for all students.” (page 13)

Instruction and assessment guide: “Teachers will use a variety of strategies and tools for assessment, including Indigenized assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes. Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning.” (page 9)

Strategies:

- Daily literacy groups – based on needs, check-in every day/6week cycles
- Reading program – volunteers
- Math groups/interventions – small groups based on needs

Measures:

- Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.
- Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.
- Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.

Parents can:

- ensure their child/children attend school and on time.
- read communication from teacher/school.
- attend school Literacy Night (for ideas, techniques, tricks, tools, games).
- attend programs at the local library.
- volunteer to read with students.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • November 20th Review • Teams worked together to discuss their literacy and numeracy block set up, resources used, and assessment practices. • All grade teams have completed one literacy cycle and have met to discuss student progress and plans for the upcoming literacy cycle. • Learning Specialists are working with grade teams to begin working on Building Thinking Classrooms in Mathematics. Teachers will see it modelled, co-plan with Learning Specialists and facilitate their own lesson. 	<ul style="list-style-type: none"> • No adjustments needed at this time
<p>March 15</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Building future-ready students

Outcome: Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

How Might We: How might we apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students?

School Goal 1: By June 2024, 100% of our learners will develop their understanding and appreciation for Indigenous ways of knowing and learning by participating in Indigenous land-based learning activities when taking learning outside on the land.

Data that informed this goal:

Staff Professional Learning Survey – School based professional learning needs around decolonizing and indigenizing our classroom practices.

Connection to the practice guide(s):

PL Practice Guide: “The pace of change in today’s world is staggering. We are constantly uncovering new insights and gaining deeper understanding of the world in all fields; education is no different. To be effective in our roles, we must be continually learning. Research in education has consistently shown over the years that there is no larger impact on student achievement than quality teaching and effective school leadership. In order for our teachers and leaders to be as effective as they can be in their roles, they need to be continually learning.” (Page 6)

Inclusive Education Practice Guide: “RVS recognizes Canada’s relationship with First Nations, Metis and Inuit people is a fractured one. We understand reconciliation can only be achieved by acknowledging the profound and long-term impact of colonization and residential schools and the loss of culture, identity and language through systemic discriminatory practices. Recognizing the residual effects of generational trauma on the brain, learning, mental health, and wellness, we are committed to actively supporting recommendations made by Canada’s Truth and Reconciliation calls to action by fostering respectful, supportive, inclusive and welcoming learning environments. By incorporating these practices, we will be supporting the inclusion of all.” (Page 9)

Instruction and Assessment Practice Guide: “Implementing Indigenous Ways of Knowing provides all learners, Indigenous and non-Indigenous, access to high quality learning. Decolonizing and Indigenizing methodologies support all student learning and create safety in the learning environment. Educators are responsible to apply Foundational Knowledge of First Nations, Metis and Inuit into their instructional design to support the learning experience of all students.” (Page 4)

Strategies:

- ATA Workshops – Engaging in Numeracy and Connections through First Nations, Metis and Inuit Traditional Games/More Than Words: The Significance of Land Acknowledgements on the Journey to Truth and Reconciliation
- Collaboration with Indigenous Elder Saakokoto and the RVS Indigenous Learning Branch
- Use of the school’s collection of Indigenous centred resources and learning through circles
- Four Seasons of Reconciliation Training for Staff

Measures:

- At least 30% of school staff will be involved in Indigenous professional learning throughout this school year
- All students will participate in outdoor Indigenous land-based learning activities
- We will share our understanding and appreciation for Indigenous ways of knowing and learning. For example, we will:
 - Display replicas of our Warrior Paintings done by previous students
 - Post the RVS Land Acknowledgement in the school
 - Create Indigenous centred literacy/art projects that will be displayed and celebrated
 - Have our Glenbow School tipi set-up in the Learning Commons for student use

Parents can:

- volunteer for activities like our weekly walks and outdoor learning opportunities.
- participate in our literacy night and build an understanding of learning on the land.
- stay informed through the weekly What's Up/Glenbow Gazette that provides information about what is happening at school.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p>November 24</p>	<ul style="list-style-type: none"> • November 20th Review • All staff participated in the ATA workshop – More Than Words: The Significance of Land Acknowledgements on the journey of Truth and Reconciliation in August. • Grade teams shared how they are indigenizing their practice while learning outside. They discussed how frequently they get outside, the resources they are using, and how they can explicitly incorporate the land acknowledgement into their learning. Teams brainstormed how they will continue to be more intentional in making connections to the land while outside learning. • A number of staff have begun working on Season 2 of the 4 Seasons of Reconciliation training. 	<ul style="list-style-type: none"> • No adjustments needed at this time; however we do have a couple of next steps listed below. • Connect with Jeff Horvath (Indigenous Learning Specialist) and set up frequent visits with teams as they work on this goal. • Revisit our Indigenous Games resources and make available for all classes.

March 15	•	•
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Creating inclusive, engaging, healthy learning opportunities for all students



Outcome: Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

How Might We: How might we utilize PBIS (Positive Behaviour Intervention and Support) structures to foster a sense of belonging in an inclusive school environment?

<p>School Goal 1: By June 2024, we will increase the number of students, staff, and families (school community) who are familiar with the symbols and language in our PBIS matrix from 20% to 75%, as measured by the Tiered Fidelity Index score.</p>
<p>Data that informed this goal:</p> <p>Current Tiered Fidelity Index score of 20%</p> <p>Use of common language from our school’s PBIS Matrix</p> <p>Use of visual supports to scaffold PBIS Matrix practices</p>
<p>Connection to the practice guide(s):</p> <p><u>PL Practice Guide:</u> “Though a portion of the individual’s growth plan may be required for learning, staff are encouraged to embrace inquiry and curiosity through the process. Through conversation with others, we as learners share our paths, refine our purpose in learning, and gain deeper insights.” (Page 5)</p> <p><u>Inclusive Education Practice Guide:</u> “School cultures, where children and youth learn to feel safe, to belong, to understand and respect each other deeply and to celebrate and support rather than fear differences, are powerful constructs that can foster the social and mental well-being and academic success of all students – and over time, extend to the health and well-being of teams, volunteers, community groups, future employees, future employers and the community-at-large.” (Page 6)</p> <p><u>Instruction and Assessment Practice Guide:</u> “Students may come to school with exceptional academic and social/emotional needs, which must be addressed before meaningful learning can occur.” (Page 5)</p>
<p>Strategies:</p> <ul style="list-style-type: none"> • Relating ‘Rainbow Connections’ to PBIS matrix (each grade becomes experts in their own strategy/target behaviour, eg: grit). • School wide Assemblies – grade teams teach about their PBIS strategy (eg. Kindergarten hosts the “Kindness” assembly). • Student recognition for those who are exhibiting our expected behaviours.
<p>Measures:</p> <ul style="list-style-type: none"> • Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

- School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.

Parents can:

- attend our school PBIS assemblies.
- attend our school council meetings to learn about our PBIS progress.
- reinforce PBIS language at home (by reading the newsletter).

Check-Ins	Progress and Analysis	Adjustments to Plan
November 24	<ul style="list-style-type: none"> • November 20th Review • Grade teams discussed ways they incorporate the PBIS Matrix into their daily classroom practice. They shared ways we can make this more visible in the school and more engaging and meaningful for students. Teams also brainstormed ways they can reinforce and celebrate students who show the expected behaviours. • Consistent routines and common language were highlighted by teams as critical for success with this goal. 	<ul style="list-style-type: none"> • No adjustments needed at this time; however we do have a couple of next steps listed below. • Place more posters around the school and in key areas like in the boot rooms and around the washrooms for reinforcement. • Begin monthly assemblies to highlight expectations and seek out ways to give “Shout Outs” for students who are displaying the expected behaviours.
March 15	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

School Council Review

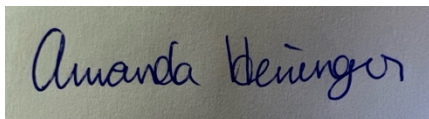
Presentation of School Education Plan - September 13, 2023

School council comments:

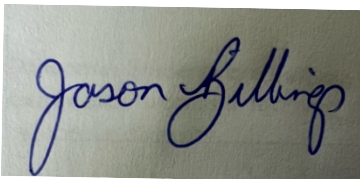
- We recognize the importance of building literacy and numeracy skills and are excited to see goals focused on increasing the number of students at or above grade level in these areas.
- We love that Glenbow takes learning outside and are interested to see how the staff will incorporate Indigenous ways of knowing into their lessons and activities.
- We know Glenbow is a safe and caring school, but having common expectations in the PBIS matrix will ensure all students know what is expected of them at Glenbow.

Signatures indicate agreement with the plan

School Council Chair signature on behalf of the parents and community of Glenbow School

A handwritten signature in blue ink that reads "Amanda Weinger". The signature is written in a cursive style and is centered on a light-colored rectangular background.

Principal signature on behalf of students and teachers of Glenbow School

A handwritten signature in blue ink that reads "Jason Gillings". The signature is written in a cursive style and is centered on a light-colored rectangular background.