



Glenbow School

# School Education Plan 2024/25



October 2024



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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 2024-25 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.

Advancing students' numeracy and literacy skills remain a priority at Glenbow School. Last year we saw excellent growth in students' phonological awareness skills and high frequency word knowledge. An important part of the literacy programming at our school are the targeted literacy groups in both our English and French Immersion classes, in which all students participate in literacy activities that support their learning needs. With our dedication to these groups and our ongoing efforts to refine best practices in literacy instruction, we will build on the skills students acquired last year and support their growth in reading accuracy. As a staff we participated in professional learning last year around creating rich problems in math to deepen students' numeracy skills. Our goal this year is to continue to foster engagement in math through games, creating numeracy experiences that are interesting, relevant, and challenging. Playing some of these games as a family is a great way to extend your child's learning and strengthen the connection between school and home.

At Glenbow School we are known for our commitment to learning outside! Over the last two years we have achieved platinum and gold status with EcoSchools Canada because of our school-wide environmental initiatives. We know that students have the chance to meaningfully develop Alberta Education student competencies such as critical thinking, problem solving, collaboration, global citizenship, creativity, and personal growth when learning on the land. This year, we look forward to working with local experts to continue to achieve our EcoSchools goals and to develop these competencies in every student at our school.

If you have been to Glenbow School recently, you have seen our Positive Behaviour Intervention and Support (PBIS) matrix, created in both English and French, displayed around our building. Staff and students work together to demonstrate what it means to be kind, safe, and responsible. Having common, student-friendly language with clear expectations for positive behaviour helps to create a learning environment where all students belong and can feel successful.

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.

Sarah Caldwell  
Principal

Breanna Baxter  
Assistant Principal

## School Profile

<p><b>Principal:</b> Sarah Caldwell</p> <p><b>Assistant Principal(s):</b> Breanna Baxter</p> <p><b>Website:</b> <a href="https://glenbow.rockyview.ab.ca/">https://glenbow.rockyview.ab.ca/</a></p>	<p><b>Mission:</b></p> <p>A Community of Learners Who Care</p> <p>Une communauté d'apprenants qui a un coeur en or</p> <p><b>Vision/Purpose/Beliefs:</b></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:** 547

**Grades Served:** Kindergarten – Grade 4

**Total Number of:**

- Classroom Teachers: 25
- Learning Support Teacher(s): 3
- Learning Assistant(s): 9
- 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, five per cent of our students self-identify as Indigenous students.

English as an Additional Language learners represent a small percentage of our school population. The most common first languages for these students are Tagalog and Russian.

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

Additionally, our school offers a variety of clubs for students, with our Grade 4 students taking on a leadership role in organizing and running these clubs. Our EcoSquad is an environmental leadership group for our Grade 3 and 4 students that supports our EcoSchools goals. We are also lucky to work with our Cochrane community to offer the Grandparent Program, Chess Club, the Early Act Club, a school choir, and Equine Assisted Learning. Every week, classes get the chance to participate in Body and Mind sessions with our CDA. Students learn emotion literacy through gratitude circles, mindfulness activities, targeted lessons, and drumming.



## Student Feedback from Spring 2024

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

- Everyone is being included in games, and students are improving at following directions and school rules, especially at recess.
- Teachers provide students with fun games to help them learn and challenge them.
- Grade 4s enjoy their leadership opportunities at Glenbow School.

### What do students think could be worked on or improved?

- We could continue to work on respecting our environment, especially the bathrooms.
- Students could improve on listening to the teachers and focusing in class.

## Parent Feedback from Spring 2024

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

- Parents are impressed with our school goal focusing on learning on the land and enjoyed the presentation done at School Council in May.
- Overall, parents feel staff at Glenbow care about their child(ren).
- Parents enjoyed the Family Literacy/Numeracy Night in Fall 2023 and the chance to be involved in their child(ren)'s learning.
- Fall 2024 note: We have had many staffing changes on the French Immersion side, including a number of combined classes, and parents feel the school has handled the changes well and that classes are settled and learning.

### What do parents think could be worked on or improved?

- Parents continue to ask for communication to be streamlined. There are many places (apps, website, etc...) that parents need to check and access to get all the info they need about their child's progress and life at school.
- We will continue to work on communication at the school level, including photos in the Gazette, regular school-wide classroom communication, and opportunities for parents to learn more about what's happening at school and be involved.



## RVS Assurance Results

	Data Source	Most Recent Data
Percentage of students performing math at or above grade level on EICS Math Assessment Grade 4	ECIS Math Assessment 2024	59%
Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment Grade 1-3	ANA	63%
Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 1 – 4.	Groupe Beauchemin+	41%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4.	BAS	54%
Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3.	RVS Writing Assessment	47%
School-wide score on Positive Behavioural Intervention and Supports (PBIS) Tiered Fidelity Inventory.	Tiered fidelity inventory by PBIS specialist	57%
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	100%

### What does this data tell us is going well?

- With realistic expectations, students with IPPs are achieving their learning goals. Students with IPPs are experiencing success.
- The numeracy support provided last year with Learning Specialists and targeted intervention through Learning Disruption Funding made a difference.
- We have shown steady progress with our PBIS initiatives.

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

- We will continue to improve reading and writing results in both English and French Immersion. We have targeted literacy intervention in both languages – how can we maximize this more?
- Our attendance data may be an area to watch, as this number is lower than last year.

## OurSCHOOL Results

	Results as of Spring 2024
The percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.	68%
The percentage of students who value school outcomes and have positive homework and studying behaviors.	76%
The average score for relevance, rigor and effective learning time.	76%
The percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.	91%
The average score for positive teacher-student relationships, positive learning climate, and expectations for success.	77%
The percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.	81%

### What does our data indicate is going well?

- Students are happy and having fun. We provide them with a safe environment to develop socially.
- Students feel they are doing a really good job, and they have positive feelings about the school and themselves.
- It is worth noting that, in looking at the OurSCHOOL survey results in more depth, 92% of our students try hard to succeed.
- In general, students feel a sense of purpose in our building.

### What does our data tell us could be improved on?

- We could improve on students feeling they are being challenged in their work and motivated by interesting work.
- As we continue to develop our PBIS goal, this may increase students' view on positive teacher-student relationships, positive learning climate, and expectations for success.

# Alberta Education Assurance Measure Results

36 parents completed the survey in the spring of 2024

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	<a href="#">Student Learning Engagement</a>	82.8	87.6	85.1	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	84.8	86.6	87.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	<a href="#">PAT6: Excellence</a>	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.5	92.6	92.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.9	89.6	89.4	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	76.4	82.3	80.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	77.9	76.4	75.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

### What does our data indicate is going well?

- We continue to maintain our Education Quality and Citizenship at Glenbow as measured by this assessment.

### What does our data tell us could be improved on?

- Parental Involvement is an area to focus on. We have worked with School Council in the past on school-wide initiatives, and now need to better understand what else parents need.
- Student learning and engagement and access to supports and services went down 2%, these are areas to look at now before they continue to decline.

## Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**How Might We:** How might we continue to build on our students’ great phonological awareness skills and high frequency word knowledge to improve their reading accuracy and comprehension?

**School Goal 1:** By June 2025, we will increase the number of Grades 1 – 4 students reading at or above grade level in English from 54% to 65% and in French from 41% to 55%, as measured by the BAS and Escalire (Gr.1-2) and GB+ (Gr. 3-4) assessment tools.

**Data that informed this goal:**

Gr. 1-2 LeNS Data (Spring 2024): 75% are “Not at Risk”

Gr. 1-3 CC3 Data (Spring 2024): 89% are “Not at Risk”

Gr. 1-4 F&P Data (Spring 2024): 54% reading at or above grade level, on the BAS

Gr. 1-4 GB+ Data (Spring 2024): 41% reading at or above grade level on the GB+

**Connection to the practice guide(s):**

Inclusive Education Practice Guide: A Multi-Tiered System of Supports (MTSS) is the evolution of the Response to Intervention (RTI) approach. It is a systemic, proactive, and continuous improvement framework in which data-based problem-solving and decision-making is practiced across the universal, targeted, and intensive tiers for supporting all students. (page 12)

PL Practice Guide: The role of the teacher within the design process is to be a reflective practitioner and researcher who works individually and in collaboration with others toward the ultimate goal of optimizing student learning through research-based practices. (page 12)

Instruction and Assessment Practice Guide: Students and staff take risks, persevere when things are difficult, and understand that mistakes are part of the learning process. “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” (Dweck, 2015). (page 5)

**Strategies:**

- We will continue with daily literacy groups – based on needs, reviewing as a grade team every 5-6 weeks.
- Working with RVS Learning Specialists and our Speech-Language Pathologist, teachers will implement high yield instructional strategies that are appropriate to their grade level.
- We will look at implement Home Reading programs school-wide.

**Measures:**

- Percentage of French Immersion students reading at or above grade level on the Escalire (Grade 1-2) and Groupe Beauchemin+ (GB+) Grade 3 – 4

- Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 4

**Parents can:**

- ensure their child/children attend school and on time
- read communication from teacher/school
- ensure their child is taking part in class Home Reading Programs, which should include reading with and to their child
- attend school Literacy/Numeracy 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><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• This team is reviewing resources and programs we are using across grades to determine consistency and best practices.</li> <li>• Grade 1 teachers on the team are piloting Ufli, our Kindergarten FI teacher is piloting the Alphagraphe program, and FI teachers are looking at the CBE word study program.</li> <li>• We are continuing with our targeted literacy group cycles, with a new cycle of support starting Dec. 3<sup>rd</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>• This group would better like to understand high yield instructional strategies to support all teachers at Glenbow in using them. Two Learning Specialists from RVS will be working with our teachers in December and January and this will be part of their work with us.</li> <li>• This group is planning to share information with parents in our weekly newsletter about how to support reading at home.</li> <li>• The group also discussed possible adjustments to our conferences and Literacy/Numeracy night in the fall to engage more families in learning great literacy and numeracy strategies.</li> </ul>
<p><b>April 4</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Outcome:** Students are actively engaged in meaningful and relevant learning.

**How Might We: How might we build on our students’ growth in numeracy skills to create learning experiences that are interesting, relevant, and challenge students in their learning?**

<p><b>School Goal 2:</b> By June 2025, students performing at or above grade level on the Alberta Numeracy Assessment will increase to 80% as measured by the Provincial Numeracy Assessment.</p>
<p><b>Data that informed this goal:</b></p> <p>Gr. 1-3 Alberta Numeracy Assessment Spring 2023: 70% of students performing math at or above grade level on the Alberta Numeracy Assessment</p> <p>Gr. 1-3 Alberta Numeracy Assessment Spring 2024: 77% of students performing math at or above grade level on the Alberta Numeracy Assessment</p> <p>OurSCHOOL survey: 68% of our Grade 4 students are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills</p>
<p><b>Connection to the practice guide(s):</b></p> <p><u>Inclusive Education Practice Guide:</u> Rocky View Schools recognizes the importance of play in learning, brain development and executive functioning from kindergarten through to adulthood. The role of play, structured and unstructured, leads to discovery, wonder, problem-solving, critical thinking, failure, and the building of resilience. (page 10)</p> <p><u>PL Practice Guide:</u> Professional learning done with intention is a powerful tool for building teacher practice and collective efficacy within RVS. Professional learning that is data driven, coordinated and monitored for impact at the school and district levels builds our collective capacity as a learning organization. (page 14)</p> <p><u>Instruction and Assessment Practice Guide:</u> 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)</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• We will develop math games that will engage students at every grade level.</li> <li>• Classes will use Learning Buddies as a way to teach, share, and play the games.</li> <li>• Teachers will implement high yield instructional strategies such modified activities/tasks, helping students develop personal strategies, and small math groups.</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Percentage of students performing math at or above grade level on the Alberta Numeracy Assessment in Grade 1-3</li> <li>• OurSCHOOL survey data</li> </ul>
<p><b>Parents can:</b></p>

- play math games with child/children
- ensure their child/children attend school and on time
- read communication from teacher/school
- attend school Literacy/Numeracy Night (for ideas, techniques, tricks, tools, games)
- volunteer to play games with the students in the classroom
- support a positive attitude

Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>• This team is sending out practical math games every month that target specific numeracy concepts teachers have identified that students need to work on.</li> </ul>	<ul style="list-style-type: none"> <li>• The games initiative changed from learning buddies from across grades to within the grade teams, so it is equally beneficial for students.</li> <li>• A survey will be sent out in January to determine the benefit of these games.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



## 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 continue to develop our students' Alberta Education competencies while learning on the land?

**School Goal 1:** By June 2025, 100% of our learners will connect with local experts to increase their skills and competencies when taking learning outside on the land.

**Data that informed this goal:**

Staff Professional Learning Survey in 2023 – Our staff expressed professional learning needs around decolonizing and indigenizing our classroom practices.

EcoSchools data showed that not every grade level was engaged in 2023-2024. We are renewing our commitment to school-wide participation in 8-12 initiatives, with each grade-level taking on the leadership of at least one initiative.

OurSCHOOL survey: 91% of our students report a sense of purpose in life, devote time to pleasurable activities, understand their own and other cultures, have positive health, and are goal oriented. This highlights our students' abilities with the competencies already and it is important we continue to foster this.

**Connection to the practice guide(s):**

Inclusive Education Practice Guide: RVS recognizes Canada's relationship with First Nations, Métis and Inuit peoples 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, identify and language through systemic discriminatory policies and practices. Recognizing the residual effects of inter-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)

PL Practice Guide: We believe that all members of our learning organization need to be learners in order for us to have the greatest impact on our students' learning. The jurisdiction believes that all members of RVS have a critical role and responsibility in the determination of both individual and collective growth. (page 6)

Instruction and Assessment Practice Guide: Teachers also provide instruction and assessment in the eight competencies related to knowledge, skills and attitudes developed for successful learning. The competencies apply across contexts and subject areas and assist students in meeting challenges and problem solving while building skills to create and innovate in all aspects of their lives. (page 6)

**Strategies:**

- Our group will curate a list of learning on the land experts for staff to access and we will provide networking opportunities with these experts.



- The focus for this year will be on 3 main threads year-round: EcoSchools, EcoSquad, and Community Garden.
- We will continue our collaboration with Indigenous Elders and the RVS Indigenous Learning Branch.
- We will continue to use the school’s collection of Indigenous resources, including books and games, and continue to provide access to the Four Seasons of Reconciliation training for staff.

**Measures:**

- 100% of students will participate in outdoor learning on the land activities
- At least 70% of school staff will be involved in Indigenous professional learning throughout this school year
- 100% of staff and students will use and understand the language ‘learning on the land’ (replace active living walk language)
- EcoSchools data
- OurSCHOOL survey data

**Parents can:**

- volunteer for activities like our learning on the land walks and outdoor learning opportunities
- be involved with our garden cleanup and maintenance
- share as experts in our classes
- network with staff to find experts

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>December 6</b></p>	<ul style="list-style-type: none"> <li>• 100% of students connected with Stacey from the Indigenous Learning Department to participate in a Sit Spot activity.</li> <li>• So far, we have completed 3 EcoSchools initiatives (Grow a Food Garden, Take Me Outside Day, Building an Eco Team) and have others in the works.</li> <li>• EcoSquad takes place on Mondays and is comprised of 20 Grade 3 and 4 students, including six Grade 4 leaders. They are currently refining on-going school-wide initiatives such as GOOSE paper bins and t-shirt bags.</li> <li>• We had our annual garden harvest and Stone Soup Day in October.</li> </ul>	<ul style="list-style-type: none"> <li>• Making a list of experts is difficult as many are based on relationships and connections and there are also challenges with the lifespan of such a list. Instead, this team plans to curate a list of helpful organizations/resources.</li> <li>• This team will ensure each grade team connects with an expert at their level to support curriculum and/or their EcoSchools initiative this year.</li> </ul>

April 4	•	•
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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.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

### How Might We: How might we use our newly developed Positive Behaviour Intervention and Support (PBIS) matrix to continue to foster a sense of belonging in an inclusive school environment?

<p><b>School Goal 1:</b> By June 2025, we will increase the number of students and staff who are familiar with the symbols and language in our PBIS matrix from 57% to 75%, as measured by the Tiered Fidelity Index score.</p>
<p><b>Data that informed this goal:</b></p> <p>PBIS Tiered Fidelity Inventory Score Spring 2023: 20%</p> <p>PBIS Tiered Fidelity Inventory Score Spring 2024: 57%</p> <p>OurSCHOOL survey: 77% of our Grade 4 students note a positive teacher-student relationships, positive learning climate, and expectations for success.</p>
<p><b>Connection to the practice guide(s):</b></p> <p><u>PL Practice Guide:</u> School and district level reporting is comprehensive and includes quantitative data as well as qualitative data. Data gathered through frequent checks and annual processes provide evidence of the impact of professional learning in RVS. (page 14)</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> Teaching and learning is centered around the student. It is the responsibility of staff to build relationships with each student to understand them as learners, including knowing and understanding their interests, skills and abilities. Each student is to be treated as a unique individual. (page 4)</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• We will develop a student recognition system for those who are exhibiting our expected behaviours.</li> <li>• We will include PBIS language and initiatives in morning announcements – little missions on Monday (ex: look for someone doing... &amp; then give a shout out to students who have shown kindness, demonstrated respect etc... on Tues-Fri).</li> </ul>

<ul style="list-style-type: none"> <li>The PBIS team will create school-wide lessons throughout the year, including finding read aloud &amp; activities that fit with each category.</li> </ul>		
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory</li> <li>OurSCHOOL survey data</li> </ul>		
<p><b>Parents can:</b></p> <ul style="list-style-type: none"> <li>attend our school council meetings to learn about our PBIS progress</li> <li>reinforce PBIS language at home (by reading the teacher newsletters and the Gazette)</li> </ul>		
Check-Ins	Progress and Analysis	Adjustments to Plan
<b>December 6</b>	<ul style="list-style-type: none"> <li>Monthly meetings have now taken place this fall.</li> <li>The first school-wide PBIS lesson was rolled out in November. This team discussed the success of the lesson and began developing future lessons for each descriptor in the matrix. There will be a focus on one section of the matrix every two months (i.e. January and February will be Kindness)</li> <li>Our acknowledgement system will be presented to the school in January.</li> </ul>	<ul style="list-style-type: none"> <li>No adjustments needed at this time, as the group is continuing with the current plan.</li> </ul>
<b>April 4</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## School Council Review

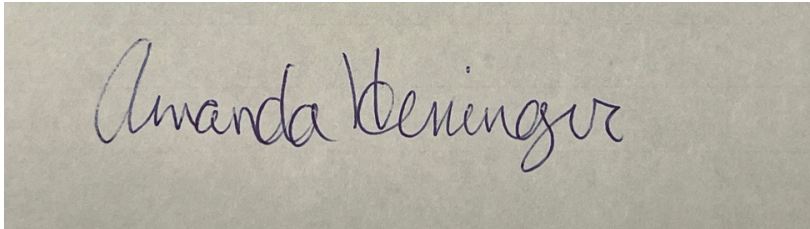
### Presentation of School Education Plan

**School council comments:**

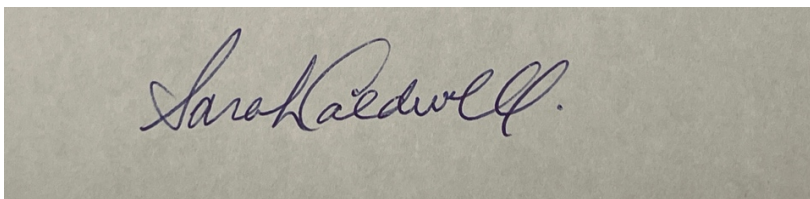
We presented our SEP to School Council on November 13<sup>th</sup> and had a great discussion about our goals for this year.

*Signatures indicate agreement with the plan*

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

A photograph of a handwritten signature in dark ink on a light-colored, textured paper. The signature reads "Amanda Heninger" in a cursive script.

**Principal signature on behalf of students and teachers of Glenbow School**

A photograph of a handwritten signature in dark ink on a light-colored, textured paper. The signature reads "Sarah Caldwell" in a cursive script.