

Glenbrook 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 a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

<https://glenbrook.cbe.ab.ca/documents/170a4afb-68b1-4c63-b1bb-1067dc7c6cca/School-Improvement-Result-Report.pdf>

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

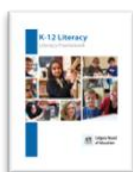
Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection





School Development Plan – Year 2 of 3

School Goal

Student achievement in Literacy will improve.

Outcome:

Students' written communication will improve through responsive feedback from teachers.

Outcome (Optional)

Building teacher capacity in task design specific to writing instruction will increase student achievement and engagement.

Outcome Measures

- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey – Literacy
- Professional Learning Communities (PLC) common writing assessments
- Alberta Education Assurance Measures Results Report

Data for Monitoring Progress

Internal Tracking

- School based benchmark data in writing (October, January, May)
- PowerSchool gradebook to document literacy

Formative Progress

- Teacher use of peer and self-assessments within literacy groups
- Student perception data – feedback cycles
- Professional Learning Communities (use of system rubrics to calibrate assessment processes in literacy)

Perception Data

School-based student and teacher surveys to measure confidence in teacher strategies and student engagement in learning

Standardized Surveys

- Alberta Assurance Survey: measure of student engagement
- Our School Survey: feedback

Report Card Indicators

- Writes to

Provincial Assessments

- Grade 6 Language Arts & Literacy

Learning Excellence

Actions – Utilize high impact literacy strategies to engage students:

- Build, share and use writing exemplars with students to enrich student's understanding of success criteria for

Well-Being Actions -create learning

spaces that provide learners with safe and respectful environments.

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- Provide feedback that moves learners forward.

Truth & Reconciliation, Diversity

and Inclusion Actions – provide access to an inclusive learning environment through responsive teaching and culturally diverse resources;

- Empower students to have voice in learning, assessment, and decisions
Ensure access to inclusive, linguistically diverse,





identified writing outcomes

- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits
- Students will receive feedback that aligns with the learning intentions and success criteria in writing for next steps for improvement

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Teachers will engage in Collaborative Response Meetings - focused on self-regulation, and student engagement through feedback, explicit teaching, and differentiation

culturally diverse, and varied abilities in reading and learning materials

- Embed Indigenous perspectives, ways of knowing, and voices in literacy instruction through authentic texts, writing samples, stories and classroom discussions

Professional Learning

- Language & Literacy Professional Learning
- Assessment & Reporting PL Calibration of assessment in writing
- Task design and use of high impact strategies (HITS)
- [SRSD - writing strategies online](#)
- School based professional learning on regulation and trauma informed practice

Structures and Processes

- Provide daily structured and supported writing times
- Daily writing and reading intervention
- Professional Learning Communities
- Collaborative Grade team planning, grade team meetings, and Collaborative Response team meetings
- Continuum of supports, Individual Program Plan's and Student Support Plan's based on regulation strategies, movement breaks and SEL competencies as needed

Resources

- HITS*
- [SRSD Online](#): Self-Regulated Strategy Development resources for teaching different genres of writing using explicit instruction, self-regulation, metacognition, and social-emotional learning.
- CBE K-9 Universal Calibration Protocol*
- Layers of Literacy Resources*
- Literacy Framework and Well-Being Framework*
- [The Literacy Shed](#)
- [Once Upon a Picture](#)



School Development Plan – Year 2 of 3

School Development Plan – Data Story

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CBE 2024-27 Education Plan



Learning Excellence

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Well-Being

Students and employees thrive in a culture of well-being

2024-25 SDP GOAL ONE: *Student achievement in Literacy will improve.*

Outcome one: *Students' written communication will improve through responsive feedback from teachers.*

Outcome two: *Building teacher capacity in task design specific to writing instruction will increase student achievement and engagement.*

Celebrations

- Writing progress made during the year: 65.26% of students achieved basic, good or excellent in June 2025 as compared to 62% in January.
- 100% of students are satisfied with the overall quality of education (Alberta Education Assurance Survey).
- Student levels of engagement in writing have increased by 17 percentage points based on the CBE Student Survey results.
- The number of students who could identify that they received formative feedback on their writing increased. CBE Student Survey

Areas for Growth

- Building students' writing skills including connecting reading to writing, connecting writing to meaning, and metacognition.
- Improving student stamina and engagement as active participants in their writing through feedback and explicit teaching strategies.
- Increase student self-regulation in order to increase metacognition and ability to set goals related to understanding writing.

Next Steps

- 6 week writing assessment cycles for all students with a locally developed tool that is based on the ELAL curriculum outcomes to track incremental student progress and a standard set of writing skills.
- Using reciprocal reading-writing connections, journal/daily writing opportunities to build student engagement and stamina.
- Strengthen the connection between explicit writing skills and student engagement.

