

**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 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.

### [School Improvement Results Report | 2024-2025](#)



**School Goal**

Student achievement in literacy across all disciplines will improve.

**Outcome:**

Students will increase their ability, engagement, and confidence in reading in order to improve depth of understanding and comprehension across all disciplines.

**Outcome Measures**

- Diagnostic assessments from Grades 4-9 ORF
- CC3
- ELA Report Card Indicator Achievement
  - Reads to explore, construct and extend understanding
  - Writes to develop, organize and express information and ideas
- Provincial Achievement Test: Grade 6/9
  - Standard of Excellence vs. Acceptable Standard
- CBE Student Survey
  - I have confidence in myself as a learner
  - I understand what I read

**Data for Monitoring Progress**

- Collaborative Team Meeting Data
- Teacher perception data from K-9 mandatory assessments vs. classroom assessments
- Numeracy and Literacy PLC perception data
- Continued assessment tracking for students identified at risk identified through diagnostic assessments

**Learning Excellence Actions**

- Continue to use high-impact strategies for reading, vocabulary, and word learning across all disciplines (gradual release of responsibility; Pre-teach vocabulary; modelling active reading/writing; explicit Instruction)
- Engage students in structured reading comprehension lessons and reading tasks within content areas that reflect discipline-based opportunities
- Explicit teaching and modelling of comprehension strategies

**Well-Being Actions**

- Implement Wellness school initiatives created by Indigenous PLC
- Continue to provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge within all disciplines
- Incorporate student voice in weekly talking circles
- Continue to create learning spaces that provide learners with a safe and respectful environment
- Provide learning spaces that support all learners

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Continue to utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Provide texts where students see their own interests, cultures, and experiences reflected in literature
- Provide diverse representation of cultures, identities and abilities in variety of learning materials





- Develop engaging task design to facilitate critical thinking and problem solving
- Ensuring teaching of utilizing text features, annotating and providing opportunities for questioning and paragraph shrinking

with opportunities to be in safe and respectful learning environments

- Provide Indigenous ways of knowing through authentic tasks, stories and classroom instructions

#### Professional Learning

- K-9 Professional Learning
- School designed PL progression on explicit teaching of reading comprehension across the disciplines
- Pop-Up-PD
- PLC Book Study Con't: Ensouling Our Schools
- Task Design on Interdisciplinary Literacy PL
- Using Feedback to Improve Comprehension
- Calibration of writing through K-9

#### Structures and Processes

##### Classroom:

- Gradual Release of Responsibly Model, include meaningful daily reading and writing tasks that span the content areas

##### School:

- Professional Learning Community Meetings
- Collaborative Team Meetings
- Grade Team Meetings and Planning Time
- Schoolwide Professional Learning

#### Resources

- "Building Mathematical Thinking" Peter Liljedahl
- Reading Assessment Decision Tree (RAD) Gr 4-12
- ELA/ELAL Insite | Teaching Practices (scroll to Reading Comprehension for resources and professional readings)
- *Assessment and Reporting*
- Nonfiction Reading Power, Gradual Release Book
- Creating Cultures of Thinking
- K-12 Literacy Framework
- Understanding Reading Grades 4-9

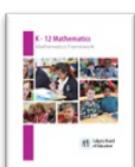
## School Development Plan – Year 2 of 3

#### School Goal

Students' sense of belonging will improve.

#### Outcome

Students will experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.



**Outcome Measures**

- Student Perception Data: CBE Student Survey
  - I can see my culture reflected in my school
  - I feel included at school
  - I feel welcome at school
- Our School Survey
  - I feel like I belong at school
- School generated survey
- Office referrals and PowerSchool Log Entries / Incidents

**Data for Monitoring Progress**

- Consider pre- and post- survey data to measure impact throughout the school year
- Monitor teacher perception data regarding their ability to provide inclusive teaching and learning opportunities
- Teacher and student perception data regarding homeroom circle talks and school-wide buddy program
- Monthly office referral review
- Student learning team meetings
- Teacher Feedback from Grizzly Time

**Learning Excellence Actions**

- Have students provide feedback on tasks and texts and assess texts based on inclusivity criteria to ensure representation, appropriateness, and effectiveness of materials
- Collaborate with students to create opportunities for advocacy and engagement, such as co-designing tasks, participating in feedback and restorative circles, and selecting the texts, visuals, and materials used in the classroom

**Well-Being Actions**

- Collaborate with School Well-being team to create Grizzly time activities focused on the needs of the students
- Create “buddy programs”, working with peers, peer mentorship programs for division two students to interact purposefully with division one learners
- Daily morning well-being activities during Soft Starts
- Create clubs and activities based on student interest
- Using Ensouling Our Schools in a PLC to help teachers embed well-being and holistic health to ensure inclusive learning environment (RD program)

**Truth & Reconciliation, Diversity and Inclusion Actions**

- Provide opportunities for families to be actively involved in their children's academic and school life, including organizing celebrations of learning, and diversity days (Be YOU Days).
- Establish schoolwide and classroom environments that are supportive, culturally responsive, and dedicated to fostering relationships and community.
- Participate in comprehensive school-wide





professional development focused culturally responsive pedagogy, and anti-racist education practices.

### Professional Learning

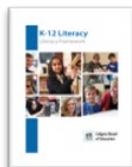
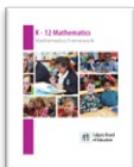
- Diversity and Learning Professional Learning Series (D2L)
- Middle School Professional Learning Series

### Structures and Processes

- **Classroom:**
  - Foster safe, inclusive learning environments that are mindful of diverse representation
  - Participate in restorative circles to strengthen community bonds and amplify student voices.
- **School:**
  - Professional Learning Community Meetings
  - Collaborative Response Team Meetings
  - Establish a Diversity Council and Principal Advisory Council to help gather perspectives and strategies to further the work of implementing best practices (e.g. student perceptions, resources to be used, events to be celebrated, etc.)

### Resources

- Be an Upstander Teacher Guide
- Student Well Being Framework
- Holistic Lifelong Learning Framework





# School Development Plan – Data Story

**Goal One:** Student achievement in literacy across all disciplines will improve.

**Outcome One:** Students will increase their ability, engagement, and confidence in reading in order to improve depth of understanding and comprehension across all disciplines.

## Celebrations

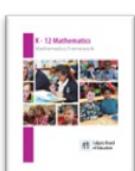
- Report Card Achievement data indicated an improvement in reading and writing:
  - Reads to explore, construct and extend understanding: Level 4 (excellent) increased from **29.4%** → **33.6%**, and Level 2 (Basic) decreased from **23.4%** → **20.9%**.
  - Writes to develop, organize and express information and ideas: Level 4 (excellent) increased from **16.8%** → **24.6%**, and Level 2 (basic) decreased from **32.0%** → **28.0%**
- Cross-curricular literacy professional learning led to more students using annotation, questioning, and vocabulary strategies independently in all disciplines
- Staff observed increased student engagement in reading through Learning Commons “wish lists” and identity-affirming text selections.
- CBE Student Survey data indicated that students’ confidence in themselves as learners increase from **60.9%** → **66.1%**
- Students who achieved below the acceptable standard on the Grade 9 ELA Part B Provincial Achievement Test (PAT) decreased from **11.5%** → **9.4%** and students who achieved the acceptable standard increased from **88.5%** → **90.7%**

## Areas for Growth

- Many students continue to perform at the “Basic” or “Good” levels in their Report Card Achievement, and fewer students are now reaching excellence on the Provincial Achievement Test Grade 9 ELA Part B. The proportion of students achieving excellence **declined from 23.0% to 16.7%**, indicating emerging gaps in higher-order comprehension and disciplinary thinking.
- Students need more consistent support transferring reading strategies independently across subjects
- Some students continue to struggle with academic vocabulary, impacting comprehension in science, social studies, and mathematics
- Diagnostic assessment use varies across grade teams, limiting precision in planning next steps for instruction

## Next Steps

- Strengthen disciplinary literacy through targeted instruction in inference, synthesis, and disciplinary vocabulary across all subjects
- Implement consistent diagnostic literacy cycles using the Reading Decision Tree to guide targeted intervention and enrichment
- Expand modelling and guided practice opportunities so students can apply reading strategies independently across contexts
- Increase cross-curricular alignment of task design to ensure literacy instruction is cohesive and embedded in all disciplines





**Goal Two:** Students' sense of belonging will improve.

**Outcome One:** Students will experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities.

## Celebrations

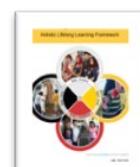
- The CBE Student Survey results indicated the following:
  - Students reporting they feel **welcome** increased from **61.95%** → **67.38%**
  - Students reporting they feel **included** increased from **58.45%** → **67.25%**
  - Students reporting **learner confidence** increased from **60.9%** → **66.08%**
- Sharing circles, Diversity Day, Kindness Day, and expanded student leadership opportunities strengthened connection and peer relationships
- Staff observed increased student willingness to address discriminatory language and advocate for others

## Areas for Growth

- Student perception data in the CBE Student Survey revealed that:
  - Only **42.21%** of students feel they can see their culture reflected in school visuals and materials
  - Just over **50%** of students believe the school consistently addresses racism or discrimination
- Students require additional support to build relational safety and confidently navigate peer conflict
- Belonging varies across grade levels, with some students still hesitant to take risks academically or socially

## Next Steps

- Continue strengthening culturally responsive pedagogy and expand visible representation throughout the school
- Refine and align staff responses to discriminatory behaviour to ensure they are timely, restorative, consistent, and clearly communicated
- Deepen sharing circle practices and cross-grade connections to build relational trust schoolwide
- Expand student-led initiatives and clubs that promote identity, connection, leadership, and peer collaboration
- Continue embedding Ensouling Our Schools practices to support identity, emotional regulation, and belonging





## Required Alberta Education Assurance Measures (AEAM) Overall Summary

### Fall 2025

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

Assurance Domain	Measure	Glamorgan 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	81.6	80.0	81.2	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	72.4	64.5	73.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	85.9	85.1	82.5	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	35.0	32.3	29.0	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.9	78.6	84.4	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.9	66.9	77.2	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	75.0	67.1	72.2	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	82.0	72.6	79.3	80.0	79.5	79.1	High	Maintained	Good