

## Griffith Woods School

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### 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 Development Plan – Year 2 of 3

## School Goal

Student achievement in literacy will improve

## Outcome:

Students will have increased voice and engagement through involvement in task-design and assessment, resulting in higher reading measures

## Outcome Measures

- Alberta Education Assurance Measures (Student Growth and Achievement)
- CC3 and LeNS Alberta Assessments
- Provincial Achievement Tests (Grade 6 and 9, ELA Part B)
- CBE student survey "The Language Arts I am learning at school is interesting to me"

## Data for Monitoring Progress

- Reading Assessment Decision Tree
- Dibels Maze 4-9 Beginning, Mid and Year End data
- Core Vocabulary Assessment
- Words Their Way Assessment
- PLC created on-going student engagement/feedback measure

## Learning Excellence Actions

- Build in daily directed and differentiated vocabulary instruction opportunities
- Provide daily opportunities for classroom discussions related to texts before, during and after reading
- Engage students in authentic reading and oral communication activities to deepen their understanding of comprehension strategies

## Well-Being Actions

- Foster student identity through choice and voice in language arts activities
- Create learning spaces that provide learners with safe and respectful environments
- Engage learners in on-going assessment for learning connections

## Truth & Reconciliation, Diversity and Inclusion Actions

- Invite student voice in selection of text and task design to respond to identity
- Utilize and provide access to inclusive, linguistically and culturally diverse texts
- When possible, make connections to EALA learners' first language to connect to text

## Professional Learning

- Improving Reading for Older students (IROS) modules
- Text-Calibration Protocol
- School-based professional learning on differentiation for vocabulary development

## Structures and Processes

- Divisional multi-graded PLC monthly
- Common grade team planning time and collaborative response
- Daily explicit differentiated reading instruction

## Resources

- K-9 Literacy Framework
- EAL Quick Byte Videos
- Reading above the Fray (Lindsey 2022)/
- The Writing Rope (Sedita, 2022)

# School Development Plan – Year 2 of 3




**School Goal :**

Students will have an improved sense of belonging at school.

**Outcome:**

Students will build trusting relationships with the school community (peer to peer, staff to student, students to community)

**Outcome Measures**

- Sense of belonging summary measures from Our School Survey
- CBE Student Survey: "There is at least one adult at school who I really connect with"; "I feel included at school"; "I feel welcome at school"
- Alberta Education Assurance Measure: "I can get help with problems that are not about schoolwork"

**Data for Monitoring Progress**

- Attendance Analytics Data for November, January and June
- Office referrals and need for progressive discipline strategies tracked through log entries in Powerschool on a quarterly basis
- Harvard Relationship Mapping Survey
- Perception Data on sense of belonging from Our School Survey, CBE Student Survey, and Alberta Education Assurance Measures

**Learning Excellence Actions**

- Explicit Instruction of SEL to support students
- Collaborate with students to develop meaningful cross-graded activities
- Engage in voice and choice in curricular activities to honor student connections to daily activities

**Well-Being Actions**

- Rotation for 6-9 students in CTF Community Care courses
- Student Well-Being Action Team led initiatives
- Weekly shout-outs to recognize peer nominated acts of kindness
- Monthly Gr. 5-9 students highlighted for 'GREYWOLVES' SEL attributes

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

- Ongoing relationship with Elder Saa'kokoto through classroom work and community tipi raising events
- 5-9 Indigenous action group
- Build upon inclusive K-9 environment which incorporates weekly connections to the land through visits the mini-forest in a variety of core curriculum explorations

**Professional Learning**

- Middle School Students Well-Being Symposium
- School-Led SEL workshops
- System Professional Learning on SEL and Well-Being

**Structures and Processes**

- Student well-being action team
- School wide buddies with K-4 and 5-9
- Monthly grade based collaborative team meetings focused on SEL
- 2 LLs allocated to K-9 SEL and Indigenous learning

**Resources**

- Dare to Care Anti-Bully K-9 Program
- SEL Well-Being Brightspace D2L
- Student Well-Being Framework and Companion Guide
- Indigenous Education Holistic Lifelong Learning Framework



## School Development Plan – Data Story

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## GOAL ONE: Student achievement in literacy will improve

Outcome one: Students will have increased voice and engagement through involvement in task-design and assessment, resulting in higher reading measures

### Celebrations

- We continue to demonstrate strong and increased reading achievement consistently above CBE norms with students “Not Requiring Additional Support” for the LeNS (90.13% compared to 77.72%) and CC3 (94.99% compared to 81.37%)
- We have implemented consistent 5-9 school-based assessments with the Dibels Core Reading Maze for three full years, which has provided a better understanding of the targeted assessment and its impact on cohorts of students as they progress in our specific learning environment.
- In Provincial Achievement results, we continued to maintain or improve the above provincial norms from the acceptable standards and excellence standards in reading. The grade 6 cohort had significantly strong results in than the provincial norms (Acceptable was 8.7 % higher, Excellence was 6.8 % higher)

### Areas for Growth

- Data indicates a significant drop in students' perception data from the Assurance Survey related to “The language arts I am learning at school is interesting to me” (58.43% , which is 12.1% lower than the previous year).
- While it is still above the provincial norms, our grade nine PAT data indicates that our students should be achieving a stronger level of excellence for the EALA and Special Ed Cohorts. There were 0 students who achieved excellence.
- Non-words in the CC3 are a relative weakness
- Ensure that tasks are relevant to students and engaging through task design, particularly differentiation. As we note both data for increased complexity (EALA and Complex Codes) in classrooms, this is essential for student learning in all areas. There is an engagement vs achievement mismatch.

### Next Steps

- PLC working groups should implement student engagement feedback/assessments in their six-week cycles





- Implementation of the Core Vocabulary to dig deeper and measure expressive language through word use as a secondary screener for the 5-9 student population
- Grade groupings in targeted areas to support phonemic and vocabulary instruction with increased complexity. Teams have common prep, and we have moved discipline-based classes next to each other to facilitate regrouping



## 2024-25 SDP GOAL TWO: Students will have an improved sense of belonging at school.

Outcome one: Students will increase their trusting relationships within the school community: peer to peer, staff to students and students to community

### Celebrations

- The secondary Our School Survey results show students with lower levels of anxiety and depression compared to the Canadian norms, (2%-6% lower) and higher levels of positive self-esteem (2%-6% higher) in Grades 6, 7, 8, and 9
- Students' connections to adults in the building improved. The CBE student survey reported that 100% of students felt a connection with at least one adult in the building compared to 75.79% the year previous.
- This year students felt more included and welcome at school. The CBE Students survey reported 79.23% of students felt included, and 83% of the students felt welcome, both with a 4% jump from the year before.
- 93.33% of students reported that they felt their teachers cared about them as per the CBE Student Survey. That is a 4% increase from the year before

### Areas for Growth

- Improving students' sense of belonging at Griffith Woods as according to the AEAM 82.49% of students responded that they feel welcome at school which is a drop of 5% compared to last year.
- Continue to improve how comfortable students are getting support from adults in the building with problems that are not related to academics. Only 64.53% of students feel they can get help with problems that are not about schoolwork according to the AEAM. It is a 6% increase from the previous year but can still be improved upon.
- Increase student attendance especially those who have an absenteeism between 10%-20%. We have 21.09% of students who have an absenteeism of above 10%. However, upon further investigation the majority is related to family decisions. Identifying those that are not connected to family decisions will be important. Our students with absenteeism between 20-50%, is well below the system averages with only 3.18% of our student population.

### Next Steps

- Explicit Instruction of Social Emotional Competencies to support students
- Community Care CTF classes from Grade 6-9 that use student voice to improve sense of belonging and caring at Griffith Woods





- Create buddy classes, where older grade classes meet regularly with younger grade classes to work on specific tasks to build K-9 connections
- Engage in whole school planning where teachers work together to design tasks that incorporate student voice and encompass diverse student skills and interests
- Refocus our Collaborative Team Meetings on students that are not connected, engaged, and/or attending regularly



