



Marlborough 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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Report card data from June 2024 show that literacy is an area for growth. In reading, 41% of K-5 students received an indicator of 1 (not meeting) or 2 (basic understanding). In writing, 50% of students received an indicator of 1 or 2.

Student screeners were used in fall 2024 to measure some specific literacy skills of students in grades 1, 2 and 3.

Phonological Awareness Screening Test (PAST) – can students hear, identify, and manipulate sounds within words?

Grade	Students Requiring Additional Support
1	74%

Letter Name-Sound Assessment (LeNS) – identifying letter names and sounds

Grade	Students Requiring Additional Support
1	39%
2	51%

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

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Castles & Colheart 3 (CC3) – reading single words in regular, irregular and nonsense categories

Grade	Students Requiring Additional Support in at least one category
2	54%
3	61%

Well-Being

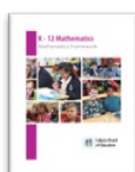
Data from the OurSCHOOL survey (fall 2024) and the Alberta Education Assurance Measures (spring 2024) provide student, parent and teacher perspectives on well-being at Marlborough School.

Students, parents and teachers report that students are safe at Marlborough School, that there is a strong sense of belonging, and that teachers at our school care about students.

Truth & Reconciliation, Diversity, and Inclusion

Student responses on the OurSCHOOL survey in fall of 2024 indicate an increase in cultural understanding, from 78% in 2023 to 87% in 2024.

Our school's 2023-24 Truth and Reconciliation Call to Action was to create and implement a holistic school-wide attendance plan. Overall attendance in the 2023-24 school year did not reflect an improvement compared with the year before, with the percentage of students with 10% absenteeism or more increasing from 51% in 2022-23 to 54% in 2023-24. Structures commenced in 2023-24 for attendance improvement included universal messaging around attendance and its link to improved school outcomes, targeted phone calls to offer support with attendance when 10% absenteeism was reached and working with the Area-level team to support families and students where attendance continued to be an issue. These structures remain in place for the 2024-25 school year, as well as a shift in Friday bell time to address the parent feedback (from the 2022 planning survey) that Fridays sometimes felt too short at just three hours and five minutes to bring students, especially in winter weather.





School Development Plan – Year 1 of 3

School Goal

Students' achievement in literacy will improve.

Outcome:

Students' written communication will improve through the use of high-impact writing instruction.

Outcome Measures

- Report card data will show a reduction of students achieving 1 and 2 indicators in the outcome "Writes to express ideas"

Data for Monitoring Progress

- Student writing samples
- Highest Level of Achievement Test (HLAT)

Learning Excellence Actions

- High-impact writing instruction, which includes:
 - Build reciprocal reading-writing connections
 - Utilize consistent, specific and timely formative assessment practices to move student learning forward
 - Build writing exemplars to enrich student understanding of success criteria

Well-Being Actions

- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Honour student voice and choice
- Provide feedback that moves learners forward

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide students with opportunities to interactively and collaboratively construct text(s)
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind

Professional Learning

- Self-Regulated Strategy Development (SRSD)
- Professional Learning Communities focused on calibrating student writing
- System Professional Learning series
- Highest Level of Achievement Test (HLAT) network professional learning

Structures and Processes

- Regular structured and supported writing times
- Offering a four-day Kindergarten program, allows these teachers to support small-group literacy sessions on Fridays
- Collaborative Team Meetings focused on key issues related to writing

Resources

- The Writing Revolution 2.0* (Hochman & Wexler, 2024)
- SRSD Online
- The Writing Rope: A Framework for Explicit Writing Instruction* (Sedita, 2022)

