



Marlborough School

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School Development Planning

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

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 Goal**

Students' achievement in literacy will improve.

Outcome:

Students' written communication will improve through 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
- Student empathy interviews
- Early Years Assessments

Learning Excellence Actions

- 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

- Consider relevancy and representation when selecting texts
- Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous worldviews
- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts

Professional Learning

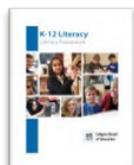
- Self-Regulated Strategy Development (SRSD)
- Weekly meetings with cross-grade writing groups with student work samples on the table
- System Professional Learning series

Structures and Processes

- Regular structured and supported writing times
- Four-day Kindergarten program to make these teachers available to support bi-weekly PLC structure
- Monthly Collaborative Team Meetings focused on key issues related to literacy

Resources

- ThinkSRSD online teacher learning resource
- The Writing Revolution 2.0 (Hochman & Wexler, 2024)*
- The Writing Rope: A Framework for Explicit Writing Instruction (Sedita, 2022)*





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2024-25 SDP GOAL ONE: Students' achievement in literacy will improve

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

Celebrations

- Fewer students in grades 1-5 achieving "1" (not yet understanding) or "2" (basic understanding) indicators in "reads to explore" stem on June 2025 report card (38%) than June 2024 (41%)
- Fewer students requiring additional support with word-reading as measured on the Fall 2025 CC3 (45% of grade 2 and 37% of grade 3 students) compared to Fall 2024 (54% of grade 2 and 61% of grade 3 students)

Areas for Growth

- More students in grades 1-5 achieving "1" (not yet understanding) or "2" (basic understanding) indicators in "writes to express ideas and information" stem on June 2025 report card (53%) compared with June 2024 (50%)
- More grade 2 students are requiring additional support with letter and sound knowledge on the LeNS in Fall 2025 (53%) than in Fall 2024 (51%)

Next Steps

- ThinkSRSD: teachers will engage in professional learning in 2025-26 related to self-regulated strategy development (an approach to teaching writing which emphasizes text analysis and perseverance)
- Literacy interventions: using data to target students with individual interventions in reading, including sound/letter connections, to improve writing skills
- Vocabulary building: incorporating enhanced vocabulary development strategies to support English as an Additional Language (EAL) learners

