



## Marshall Springs School

1100 Everridge Dr. SW, Calgary, AB T2Y 4X5 t | 403-817-3528 e | marshallsprings@cbe.ab.ca

### 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.

[https://marshallsprings.cbe.ab.ca/documents/e09051f8-f135-4079-b63f-8fbc065aa84e/Marshall\\_Springs-SIRR-24-25.pdf](https://marshallsprings.cbe.ab.ca/documents/e09051f8-f135-4079-b63f-8fbc065aa84e/Marshall_Springs-SIRR-24-25.pdf)





## School Development Plan – Year 2 of 3

### School Goal

Student achievement in literacy will improve.

### Outcome:

Student achievement in reading and writing will improve through disciplinary literacy. Through intentional design of the learning environment, students will improve in literacy and wellbeing.

### Outcome (Optional)

Student overall sense of belonging will improve through increased confidence and value in their learning.

### Outcome Measures

- ELA Report Card Indicator Achievement
- Reads to explore, construct, and extend understanding.
- Writes to develop, organize and express information and ideas.
- Provincial Achievement Test (PAT): Grade 6 and Grade 9 ELA – Part “A” and “B”.
- Reading.
- Writing.
- Alberta Education Measure Results Report
- Student Growth & Achievement: “I understand how the language arts I am learning at school is useful to me”.
- Student Growth & Achievement: “The language arts I am learning at school is interesting to me”.
- Student Perception Data – CBE Student Survey Results:
  - I understand what I read.
  - My reading and writing skills help me achieve my future goals.

### Data for Monitoring Progress

- Reading Assessment Decision Tree.
- Springs Time (targeted intervention) tracking spreadsheet.
- Teacher Perception Data on use of diagnostic reading assessments, high impact reading/writing strategies, and Springs Time targeted support processes.
- Disciplinary Literacy Student Reflection & Inventory.

### Learning Excellence Actions

- Utilize high-impact strategies from the CBE Literacy Framework to engage students in reading, vocabulary, and word learning across all disciplines.
- Utilize text sets that include a variety of multimodal primary and secondary source texts that align with the discipline.

### Well-Being Actions

- Activate students as owners of their learning by engaging them in goal setting, self-assessment, and reflection.
- Provide repeated and meaningful opportunities for learners to practice and consolidate literacy skills and knowledge within the disciplines.
- Creating learning spaces and common areas that

### Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts.
- Consider relevancy and representation in text selection.
- Use scaffolded learning intentions to reflect that students may have different skill sets and learning goals.





- Include structured writing lessons and writing opportunities within content areas that reflect authentic writing opportunities within the discipline.
- Collaborating with system EAL strategist.

provide learners with safe, caring, welcoming, and respectful environments.

### Professional Learning

- Middle Years System Professional Learning.
- EAL system support cycles.
- ELA/EAL Insite | Professional Learning.
- Book Study: Doing Disciplinary Literacy (Gabriel, 2023).

### Structures and Processes

- Classroom
- Daily/weekly meaningful reading and writing tasks that span content areas.
- Whole School
- PLCs.
- Springs Time Cycles.
- Literacy/Numeracy/EAL targeted intervention support blocks.
- Collaborative Response.
- Interdisciplinary/Curriculum Team Meetings.
- Weekly Homeroom learning sessions focused on culture/diversity/SEL.

### Resources

- Reading Assessment Decision Tree (RAD) Grade 4-12.
- ELA/EAL Insite | Teaching Practices.
- ELA/EAL Insite | Equity & Interventions.
- Professional Readings:
- This is Disciplinary Literacy (Lent, 2015).



# School Development Plan – Data Story

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## 2024-25 SDP GOAL ONE: Student achievement in literacy will improve.

**Outcome one:** Through intentional design of instructional practices and learning environments, students will improve in literacy and well-being.

**Outcome two:** Through intentional design of school processes and environments, students' overall sense of belonging will improve through increased confidence and value in their learning.

## Celebrations

- Student sense of belonging has increased 10% based on student survey results.
- Students who see their culture reflected in the school has increased by 10%.
- 32% more students say they had the chance to learning from an Indigenous Elder / Knowledge Keeper compared to last year.
- Teacher collaboration on assessment and reporting has increased in all grades and subject areas.

## Areas for Growth

- Provide more targeted support for students who are at the beginning stages of English language acquisition.
- Enhance classroom practices and teacher pedagogy to benefit all multilingual learners.
- Continued integration and access to Indigenous Elders / Knowledge keepers for students and staff.

## Next Steps

- Provide additional professional learning for staff specific to supporting EAL students.
- This work will be in collaboration with a system EAL strategist who will be supporting teachers through multiple cycles this year.
- Engage all teachers in benchmarking procedures, planning, and best practices for EAL students.

