

# Silver Springs School

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## School Development Planning for 2025-26

### 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

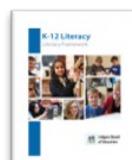
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

### SILVER SPRINGS SCHOOL – SCHOOL IMPROVEMENT RESULTS REPORT (SIRR) 2024-25





# School Development Plan – Year 2 of 3

## School Goal

Silver Springs Student achievement in Literacy will improve.

### Outcome one:

Students' written communication will improve through a focus on responsive feedback.

### Outcome two:

Grade 1 to 3 students' reading will improve through a focus on phonological awareness and decoding skills.

### Outcome Measures

- Report Card data – ELAL Writing Stem
- Report Card data – ELAL Reading Stem
- Provincial Literacy Assessments Grades 1-2 – CC3 and LeNS
- Alberta Education Assurance Measures Results Report – Engagement in Learning/Language Arts
- OurSCHOOL Survey – Well Being

### Data for Monitoring Progress

- Professional Learning Communities (PLC) common grade level writing assessments
- Student perception data (exit slips and discussions) about engagement, interest and confidence in writing
- Perception Data from Surveys
- Visibility of learning intentions and success criteria in the classroom to support student ownership and personalized goal setting
- Weekly University of Florida Literacy Institute (UFLI) and Words Their Way student check-ins
- Literacy Intervention and Flexible Groupings – tracking sheet

### Learning Excellence Actions

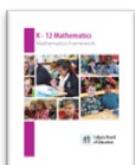
- Build, share, use and reference mentor texts, writing exemplars and success criteria to support students writing focusing on creating student friendly

### Well-Being Actions

- Activate students as owners and creators in their own learning by engaging learners in goal setting, self-reflection and self-assessment

### Truth & Reconciliation, Diversity and Inclusion Actions

- Provide multiple entry points for tasks to encourage engagement and risk-taking





# School Development Plan – Year 2 of 3

materials from the new CBE New Curriculum System Rubrics

- Students will receive feedback that aligns with learning intentions and success criteria in writing to support student ownership of learning through self-reflection & metacognition
- Students will receive feedback that is based on clear communication of learning intentions and use of outcomes-based criteria and rubrics
- Utilize high impact writing strategies and authentic writing opportunities within different genres and disciplines
- Continue to utilize reading programs UFLI Foundations and Words Their Way to support reading skill development
- Students will study more complex vocabulary
- Support phonics instruction with a variety of texts including decodable texts

- Honor student voice and choice in writing tasks and reading material
- Utilize strategic, flexible groupings that create equitable opportunities for connection and target students' specific learning needs
- Empower students' by providing responsive and targeted feedback for improvement, referencing stated learning intentions and success criteria

- Utilize and provide access to inclusive, diverse and inviting texts
- Provide purposeful access to technology and outdoor learning spaces to help support individual student needs
- Cultivate positive relationships amongst students to promote kindness, active listening, and respectful conversations for positive collaboration and effective peer feedback
- Build relationship and learn from the teachings of Elder Saa'kokoto who will be working with students every 6 weeks this school year

## Professional Learning

- Whole school use of common resources for PLC discussions and literacy instruction planning
  - The Writing Rope by Joan Sedita
  - The Writing Revolution 2.0 by Judith Hochman/ Natalie Wexler
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## Structures and Processes

- Monthly PLCs (Professional Learning Communities) for teachers to analyze student learning evidence and calibrate assessment based on CBE Learning Outcomes progression
- Collaborative Response meetings to identify and support students who require further intervention and strategies

## Resources

- Utilize the Land and the rich and varied natural spaces in our community are being used as a third teacher to support curriculum, connections and well-being
- UFLI Foundations Resources
- Words Their Way Resources
- ELAL K-3 Scope and Sequence



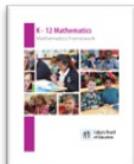


# School Development Plan – Year 2 of 3

- Powerful Writing Structures by Adrienne Gear
- System Professional Learning Opportunities connect with the Literacy and Numeracy Intervention Initiative
- Working with the CBE New Curriculum Rubrics for all subject areas to create student friendly resources

- Collaborative Grade Team Planning for task design, assessment and calibration
- SLT (School Learning Team) for targeted and specialized strategies for support

- CBE D2L Brightspace SEL for Well-being
- CBE New Curriculum Rubrics
- The Writing Rope by Joan Sedita
- The Writing Revolution 2.0 by Judith Hochman/ Natalie Wexler
- Powerful Writing Structures by Adrienne Gear





## School Development Plan – Data Story

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

Outcome one: Students' written communication will improve through a focus on responsive feedback

Outcome two: Grade 1 to 3 students' reading will improve through a focus on phonological awareness, and decoding skills

### Celebrations

- Students demonstrated growth in achievement in writing in our Gr 2 to Gr 6 cohorts (data collected from cohort achievement rather than grade achievement). In the Report Card writing stem data, there was reduction across the cohorts in the percentile of students achieving indicators of 1 (-1.9 percentile) and 2 (-6.2 percentile), a significant increase in percentile of students achieving 3 (+12.0 percentile).
- Students demonstrated growth in achievement in reading in our Gr 2 to Gr 6 cohorts. In the Report Card reading stem, there was a significant drop in the percentile of students in ALL cohorts achieving 1 (-2.3 percentile) and 2 (-7.5 percentile) and a steady increase in students achieving 3 (+26.7 percentile) and 4 (+2.6 percentile).
- Students' phonological awareness and decoding skills improved with a 26.03 percentile increase in the not-at-risk students in LeNS and 8.69 percentile increase in the not-at-risk students in CC3.

### Areas for Growth

- Increase student achievement towards mastery of writing skills, with ongoing use of responsive feedback and effective formative assessment practices.
- Improve student positive engagement in language arts – by engaging with students in the development of tasks, and ensuring multiple entry points for accessibility, so that they have greater voice and choice, as well as clear understanding of learning intentions when reading and writing.
- Improve student perception of their access to supports and services, through intervention support, flexible groupings, and responsive feedback.

### Next Steps

- Use of common resources (3 professional books), to build capacity for engaging task design for continued student achievement of powerful writing skills and to enhance student confidence and joy when writing.
- Refinement of assessment practices to communicate clear learning intentions, so that students set goals for mastery and take pride as writers and readers.



# School Development Plan – Year 2 of 3

- Access Indigenous wisdom and pedagogy from Elders in residence to learn how use of oral language and storytelling can build vocabulary and effective language use in writing.

