

**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.

[Mahogany SIRR 2024-2025](#)





School Development Plan – Year 2 of 3

School Goal

Through aligned assessment practices and targeted feedback, student achievement will improve.

Outcome:

Students' written communication will improve.

Outcome Measures

- Report Card Data – ELAL (Writing Stem)
- CBE Student Survey – Literacy
- Professional Learning Communities (PLCCR) common writing assessments
- Writing Rubric (team calibrated)
- Writing Perception Data (Triangles)
- Report Card Data-Writing strand
- OurSCHOOL Survey

Data for Monitoring Progress

- Formative assessment – Rubrics
- Professional learning data regarding impact on professional growth
- PLCCR Data
- Teacher Anecdotal Comments
- School Wide Writing progress tracking (November, January, March)
- School Based Well-Being Survey

Learning Excellence Actions

- Laurie MacIntosh Professional Learning Session
- Students will receive feedback (rubric, written) that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Teachers will develop, test and refine a common writing rubric to calibrate assessment criteria and build a common language with students- Rubrics are calibrated in bi-weekly PLCCRs and utilized for school wide writing tasks
- Utilize consistent, specific and timely formative assessment

Well-Being Actions

- Teachers will engage with the Collaborative for Social and Emotional Learning (CASEL) to help students identify their learning strengths and areas for growth to increase writing competence and confidence
- Teachers will explicitly teach Social Emotional Learning (SEL) to model and increase growth-mindsets in relation to writing
- Support students academically and socio-emotionally through targeted programming structures, and processes
- SEL Competencies:

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakiosatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will engage with students using indigenous literacy picture books (new collection purchased in August supported by Laurie Macintosh)
- Teachers will use interactive writing tasks for English as an Additional Language learners who are identified at a LP1 and





practices to move student learning forward

- Build, share and use writing exemplars with students to enrich student understanding of success criteria for identified writing outcomes

Connect to wellbeing goal with "writing competency" (self-awareness) understanding where they are and how they are progressing

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

LP2 overall benchmark level

- Downie Wenjack Legacy School: [Learning Resources](#)
- IEHLLF – year focus on Mind-To-Know
- [Mind to Know: Ethical Space](#)
- Provide students with opportunities to interactively and collaboratively construct text(s)- Personal Narrative
- Empower students to have voice in the learning process
- [Indigenous Education Featured Videos: PL](#)

Professional Learning

- School Wide Literacy PL with Laurie MacIntosh (August 2025)
- School Wide Well-Being PL “Be an Upstander” with CBE Diversity and Inclusion Specialist Kaitlin Khubyar
- PLCCR: Calibrated Writing Assessment (Rubric)
- Alberta ELAL curriculum
- Performance Standards Rubric writing exemplars (BC)
- [Assessing Student Learning CBE: Kindergarten to Grade 6 New Curriculum Rubrics](#)
- [K-6 ELAL System Rubrics](#)
- [CBE Calibration Process PL](#)

Structures and Processes

- Common school wide writing task focused on personal narrative writing and calibrated 3 times per year (Nov., Jan., Mar.)
- PLCCRs with focus on writing instruction and calibrated assessment (Grade Teams)
- Collaborative Response focused through the lens of the 5 SEL competencies for literacy confidence
- Use of ‘Blind Marking’ in writing assessments to develop consistency within grade teams. Anonymously marking student writing mixed among each grade team. Calibrated marking

Resources

- CBE K-9 Universal Calibration Protocol
- Embedded Formative assessment (William)
- [ELA/ELAL Insite | Teaching Practices](#) (scroll to Writing for resources and professional readings)
- [Assessing Student Learning CBE: Kindergarten to Grade 6 New Curriculum Rubrics](#)
- [K-6 ELAL System Rubrics](#)
- [Assessment and Reporting in the CBE](#)
- [Assessment and Reporting in CBE](#)
- [Assessing Student Learning | Assessment & Reporting Insite](#)





- Use of common (Decolonizing) Assessment rubric (Seed, Sprout, Sapling, Tree) 4-point rubric - School Wide Common Language for Assessments
- [Assessment & Reporting](#)

- Utilize writing RTI (Triangles) to compile, track and analyze data throughout school year

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Development Plan – Year 2 of 3

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Development Plan – Data Story

2024-25 SDP GOAL ONE: Through aligned assessment practices and targeted feedback, student achievement will improve.

Outcome one: Students' written communication will improve.

CBE 2024-27 Education Plan



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Celebrations

- Student voice and understanding of teacher feedback in writing was evident in the CBE Grade 5 survey. 51% of students prefer written feedback from their teacher, 30% prefer a conversation with their teacher outlining their areas for growth, 18% of students prefer both written and verbal feedback.
- Almost 90% of grade 5 students believe they are (good) (competent) writers, while almost 86% know what to do next to improve their writing skills.
- An increase of 4% was recognized across the board with grades 1-5 moving from indicator 2 to 3 (from sprout to sapling) showing growth in breadth and depth of writing.
- Teacher collaboration and clear calibrated rubrics increased student confidence and expression.



- Common vocabulary developed amongst teachers and used with students provided a student friendly school wide common language for all that students can use to advocate for themselves when writing.
- School monthly writing tasks showed improvement in students through the editing process with the use of the writing rubric.
- Teachers expressed they heard students using common writing language and requesting to see rubrics before beginning a writing assignment.

Areas for Growth

- Learning excellence, students receiving and indicators of 4 (tree) declined 4%, likely due to calibration in assessments.
- In the CBE Grade 5 survey of the 48 students who responded, only 17% shared that they had the opportunity to write about things that interest them and only 19% shared that they receive feedback from others to improve their writing, possibly due to an inconsistency of student perceptions on feedback.
- Alberta Education Assurance Measure Results indicated that Learning excellence declined overall from 'Very High' to 'Good' in the parent survey. From a total of 22 parents who completed the survey, more parents moved from 'Strongly Agree' to 'Agree' and there were 5 parents who consistently answered 'don't know' which impacted percentages.
- We saw a decline of 12% of students who 'enjoy writing' on the OurSCHOOL survey for grades 4 and 5 students.

Next Steps

- Continuation of 6-week PLCCR cycles including collaborated writing task design, implementation, blind marking and calibrated assessment in grade teams.
- Professional Learning sessions (CBE Insite) on calibrated assessment for staff.
- Teacher use of explicit instruction regarding feedback, shared common language and rubric design.
- Continued sharing of assessment and feedback samples, cross graded, during Friday Professional Learning sessions.

