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Calgary Board of Education

Mahogany 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 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 2026-27 School Year p. 212-213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2025-26 School Development Plan for Year Two and the school's Alberta Education and Childcare 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 2025-26 School year, please refer to the 2025-26 School Improvement Results Report on our school website.

LINK TO SIRR 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
Students who self-identify as Indigenous experience improved well-being and achievement






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School Development Plan – Year 3 of 3

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

Outcome:
Students' written communication will improve.

Outcome (Optional)
Students' wellbeing within the writer's community will improve (enjoyment, voice, and connection to others).

Outcome Measures
- Report Card Stem – Writing
- Report Card Stem – PEW (Wellness)
- CBE System Rubrics – Summative Assessment.
- Mahogany School Holistic Writing Rubrics (Grade Team)
- CBE Student Wellbeing Survey (Grades 2, 3, 4, 5).
- Pre & Post CBE Teacher Self-Assessment Tool (learning goals; actionable feedback; formative assessments).
- Teacher & Student tracking sheets documenting formative assessment aligned to student's writing goals.

Data for Monitoring Progress
- Mahogany School's Provincial Screener Data Classroom Spreadsheet (K-5)
- SLT & ALT Requests (number and frequency)
- Mahogany School's *Student Problem Solving Sheets* & PowerSchool Log Entries (number and frequency)
- Mahogany Learning Leader Meetings/data & evidence shared
- Student & Teacher Reflections from authentic learning experiences (Eg. Gr. 2 & 4 Open Minds, Mahogany Wetlands and other offsite or rich learning experiences)

Learning Excellence Actions
- Teacher self-assessment of High Impact Assessment Strategies (learning goals, actional feedback & formative assessment) to inform practice.
- Teacher use & documentation of High Impact Assessment Strategies.
- Teacher use of CBE System Rubrics.
- Teacher documentation of student's formative feedback received & assessed.
- PLC/CR Meetings.

Well-Being Actions
- Grade Team Anchor Text alignment to Literacy outcomes & Student Wellbeing Framework (ELA-L and Wellness outcomes).
- Classroom Community Social Skill development (micro-interactions – e.g. greetings and learning each other's names).
- Teacher use of CBE System Rubrics & Learning Criteria for Wellness outcomes.
- Teacher use of student engagement inventories.
- Student Learning Team Meetings & Case Consults.

Truth & Reconciliation Actions
TRC Commitment to Action
<INSERT LINK your School's TRC 26-27>
- Grade Team visits to Mahogany Wetlands.
- Land-based Learning & Indigenous games as a part of Phys Ed programming.
- Staff Professional Learning – IndigeSTEAM workshop.
- Principal advisory group that leads greater respect for diversity.






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Professional Learning

- High Impact Assessment Strategies (learning goals, actional feedback & formative assessment).
- *Embedded Formative Assessment* by Dylan Wiliam.
- The purpose of Provincial Screeners & intervention.
- Improving Data Literacy.
- CBE Student Wellbeing Framework (six enabling conditions).
- CBE System Rubrics – Wellness & Writing.
- CBE's *Writing Assessment: Purposeful Interactions* (components of a strong writing program)
- Tier 1 (universal) and Tier 2 (targeted) supports in School Learning Team Meetings.
- Micro-interactions (face-to-face routine social connections) to improve classroom connection, student agency & voice.

Structures and Processes

- Common grade team anchor text student learning tasks & assessments.
- Common grade team writing rubrics & learning criteria, aligned to CBE expectations.
- School-wide documentation of Provincial Screener information.
- M&M Time - Classroom Community Connection Time (at least 1x per week for 15 mins)
- Student's names and photos are visible inside the classroom.
- PLC/CR Meetings (focus on Tier 1).
- Student Learning Team Meetings (focus on Tier 2 strategies & interventions).
- Case Consult Meetings (focus on Tier 3 interventions).
- Whole-School Attendance monitoring (data spreadsheet, communication & recognition).

Resources

- *Embedded Formative Assessment* (Wiliam, 2011)
- CBE Wellness Rubrics
- CBE Writing Rubrics
- CBE's Writing Assessment: Purposeful Interactions (student engagement inventory & goal-setting)
- Comprehensive Literacy Guide
- Formative Feedback Tracking Sheet
- Mahogany School's Screener Tracking Spreadsheet
- Mahogany School's Attendance Spreadsheet
- Grade Team Anchor Texts (*Ricky the Rock that Couldn't Roll, The Rabit Listened, Maybe Something Beautiful, The Giving Tree – a Retelling of Metis Story*)
- CBE Student Wellbeing Framework
- Implementing a Continuum of Supports and Services: A Resource Guide for School Leaders
- Navigating School Data 101 Essentials for School Leaders
- Article: *Why researchers believe screens are making us lonely* (Sept 2026)






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School Development Plan – Data Story

2025-26 SDP GOAL ONE: Through aligned assessment practices and targeted feedback, student achievement will improve.

Outcome one: Student's written communication will improve.

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CBE 2024-27 Education Plan



Celebrations

- Student achievement in writing has remained consistent with several students receiving 'good' or 'excellence' on their report cards.
- Students reported high levels of resilience and efficacy as writers.
- Teachers reported high levels of efficacy and grade consistency in the summative assessment of student writing.
- Teachers reported high levels of clarity around learning criteria in teaching writing outcomes.
- Students reported an increase in "The things I'm learning in school are meaningful to me" as compared to the previous year, based on the CBE Student Survey results.

Areas for Growth

- Frequency of effective formative assessment & direct feedback teachers provide throughout the writing process.
- Improving student agency, voice, and enjoyment in the writing process.
- Improving parent perception of the importance of the literacy skills students are learning and how these are applied.

Next Steps

- Increase the use and tracking of teacher feedback that moves learning forward and increases student writing achievement.
- Increase use of CBE's System Rubrics for consistency and transparency of cross-grade learner expectations in writing.
- Integration of CBE's Student Wellbeing Framework (six enabling conditions) within grade-team anchor text writing activities and other authentic learning opportunities such as, Open Minds and other offsite learning experiences.
- Implement direct teaching of daily 'micro-interactions' (face-to-face routine social connections) inside the classroom to support greater student voice and wellbeing.




