



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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

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

Learning Excellence

We used Report Card data for January 2023/2024 in writing, in-house teacher perception data for September 2024, OurSCHOOL survey open-ended response questions on writing and the spring 2024 CBE Survey data to inform our next steps in writing for this school year. **Please note for our school data comparisons we have used grades 1 – 4 for consistency as Mahogany school has grown in population and students, including a grade 5 cohort in 2023.*

January 2023 Report Card

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	5.76%	28.78%	37.41%	17.99%
Grade 2	15.29%	34.12%	36.47%	5.88%
Grade 3	2.15%	30.11%	52.69%	10.75%
Grade 4	13.1%	20.24%	45.24%	9.52%
Average	9.07%	28.31%	42.96%	11.035

January 2024 Report Card

Stem: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	7.91%	31.65%	42.45%	12.23%
Grade 2	2.08%	34.03%	40.28%	11.81%
Grade 3	7.84%	37.25%	30.39%	13.73%
Grade 4	5.32%	35.11%	35.11%	13.83%
Average	5.78%	34.51%	37.05%	12.85%

After analyzing our January report card data we found that more students were meeting achievement for writing with a basic understanding as opposed to consistently developed or skilled.



To better understand student achievement, teachers collected perception data for September 2024 to be able to intentionally plan for student success earlier in this school year.

Teacher Perception Data September 2024

Item: Writes to express information and ideas	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	12%	45%	29%	12%
Grade 2	9%	33%	47%	10%
Grade 3	11%	52%	33%	4%
Grade 4	24%	45%	25%	5%
Average (Grades 1-4)	14%	43.75	33.5	7.75
Grade 5 Data	10%	47%	30%	11%
Average (Grades 1-5)	13.2%	44.4%	32.8%	8.4%

Based on the above chart, at the start of this school year, student achievement continues to show an increase in basic understanding; as well as an increase in students receiving the indicator "1" for limited understanding and needing support, and a consistent decrease in students receiving excellence in written expression.

Additionally, as reported on the CBE Student Survey from Spring of 2024, only 56.16% of students reported having the opportunity to receive feedback from others to improve writing.

OurSCHOOL Open Ended Student Response Summary Themes

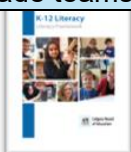
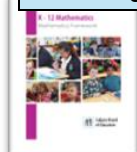
135 grade four students provide a response to the question, "If there is one thing you would like adults in our building to know about you as a writer, what would it be?" Out of these 135 responses, students generally liked fiction and creative writing the best, but identified themselves as needing support with editing and putting ideas on to paper.

Specifically, 92 students indicated if they liked/enjoyed writing or if they had a negative perception or didn't like writing. Results below:

Gr 4 Open Ended OurSCHOOL Survey Response	Likes/Enjoys Writing	Dislikes/Negative perception of Writing
	75%	25%

After analyzing our English Language Arts Report card data for writing, along with our teacher perception data and the open-ended response from the OurSCHOOL data, we found:

- June 2024 Calibration within grade teams showed alignment and students improvement
- Perception writing data October 2024 demonstrates a significant drop in the number of students receiving 1 and 2 indicators
- School wide calibration and PLCCR discussion revealed that our writing data shows the need to create common assessments and to calibrate our marking within and across grade teams





- Our work this year will be to focus on students receiving a 1 or 2 indicator on the report card and on school-based assessments and to examine how we will move these students forward
- Writing identity: students' awareness of themselves as a writer from June 2024-October 2024 has decreased, allowing for a school wide focus on monthly writing and literacy tasks focused on specific skills and celebrating the work across the school
- October 2024 writing focus will be on personal narrative to allow multiple entry points throughout all grade levels
- Change in curriculum from Alberta Education has had an impact on writing
- Shift from June 2024-October 2024 highlights that students identifying through OurSCHOOL survey that they need help with writing
- Grade 1-5 teacher perception data shows that students are requiring additional support in writing (RTI Writing Triangles)

Therefore, our data story suggests a broader issue with engagement, feedback, and clarity in writing instruction. Teachers are noting that in Grades 1-5, over 50% of students (Oct 2024) are at the Seed (1) or Sprout (2) level in school-based writing assessments. Additionally, in school-based writing assessments there are inconsistencies noted within grade teams for the number of students receiving Seed (1) and Sprout (2) indicators. We have identified this as an area of focus for team calibration and school wide alignment within assessment.

Well-Being

The summary of Well-Being data that directly impacts student success suggests that areas such as: Positive Relationships and Self-Regulation, require greater focus.

OurSCHOOL Survey Results:

Category	Grades	Overall Agreement Percentage October 2023	Overall Agreement Percentage October 2024
Positive Relationships	4	83%	79%
	5	88%	84%
Self-Regulation	4	78%	72%
	5	83%	79%

Specifically in connection with our learning excellence data story, students are struggling with maintaining attention, perseverance and stamina in writing for sustained task completion.

School Based Survey – Well-Being

Teacher perception Data students grade 1-5

Question: *I have good strategies and can stick with it even when things are hard or challenging.* November 2023 to May 2024 showed an overall improvement in resiliency in learning. This survey also uncovered an overall decline in student's sense of engagement at school in feeling 'happy and safe' as per the survey question. We will be revisiting this survey in November 2024.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Truth & Reconciliation, Diversity, and Inclusion

OurSCHOOL Survey Results:

Category	Grades	Overall Percentage October 2023	Overall Percentage October 2024
Cultural Awareness	5	86%	80%
Students who Possess Understanding of Other Cultures	5	92%	80%

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a significant impact on some of our most vulnerable students' emotional well-being and sense of community. We have seen that OurSCHOOL survey school data indicates an overall increase in sense of belonging. Alternatively, we found that students are using a common language of the IEHLLF in their classes daily and are requesting sharing circle time. Work from students is focusing on well-being holistically, across different domains — spirit, heart, body and mind provide teachers with a valuable opportunity to connect with each student individually. Mahogany has been focused each year on one domain, starting in with Spirit-To Be and moving into Heart –To Belong. The targeted work that teachers are engaging in is creating a common school language. As a Downie Wenjack Legacy School, we are creating a sense of purpose and focus on our school TRC commitment as well as connecting students with literature and examples of how we can create an understanding of Indigenous ways of being and knowing. Our focus and intentional work around this legacy school initiative has strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging can impact their ability to learn and interact positively with others. It also is reflected in the work we are doing with writing as we explore personal narrative writing. Using the IEHLLF language helped students develop a deeper understanding of their emotions and improved their conflict resolution skills.





School Development Plan – Year 1 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)

Data for Monitoring Progress

- Formative assessment – Rubrics
- Professional learning data regarding impact on professional growth
- PLCCR Data
- Teacher Anecdotal Comments
- School Based Well-Being Survey

Learning Excellence Actions

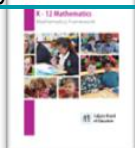
- Adrienne Gear Professional Learning Session
- Specific use of Adrienne Gear mentor texts, graphic organizers, and genre structures
- Students will receive feedback (rubric, written) that aligns with the learning intentions and success criteria in writing for next steps for improvement
- Teachers will 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 (Oct, Jan, June)
- Teachers will use graphic organizers or genre structures for learners with an Individual Program Plan (IPP) and provide flexible groupings
- Utilize consistent, specific and timely formative

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
- Student Well Being Framework - Social Emotional Learning (SEL)
- SEL Competencies:
 - Self-Awareness

Truth & Reconciliation, Diversity and Inclusion Actions

- Okkakisatoo –Look Carefully: teachers will develop strength-based instructional and assessment approaches that examine and celebrate incremental growth and progress
- Teachers will use interactive writing tasks for English as an Additional Language learners who are identified at a LP1 and LP2 overall benchmark level
- Downie Wenjack Legacy School
- IEHLLF – year focus on Body-To Do
- Provide students with opportunities to interactively and collaboratively construct text(s)- Personal Narrative





assessment 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
- Consistently use and reference mentor texts, writing exemplars, and success criteria resources to support students with writing self-assessments
- Build reciprocal reading-writing connections
- Utilize high-impact strategies to explicitly teach and support planning, idea development, organization, edits

- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making
- 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
- Provide feedback that moves learners forward.
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Activate students as owners of their learning by engaging in goal setting, self-assessment, and /or reflection
- Include students within formative feedback loops
- Provide feedback that moves learners forward

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Empower students to have voice in learning, assessment, and decisions
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Decolonize curriculum resources by replacing stories that favor Western worldviews with Indigenous worldviews
- Use scaffolded learning intentions
- Empower students to have voice in the learning process

Professional Learning

- School Wide PL with Adrienne Gear (August 2024)
- Professional Resources: Book: Writing Power and Book: Powerful Writing Structures – Adrienne Gear

Structures and Processes

- PLCCRs with focus on writing instruction and calibrated assessment (Grade Teams)
- Grade Team Meetings

Resources

- CBE K-9 Universal Calibration Protocol Embedded Formative assessment (William)
- [ELA/ELAL Insite | Teaching Practices](#) (scroll to Writing for





- Online Adrienne Gear resources – from PL session
- PLCCR: Calibrated Writing Assessment (Rubric)
- Alberta ELAL curriculum
- Performance Standards Rubric writing exemplars (BC)
- Use of Decolonizing Assessment (Seed, Sprout, Sapling, Tree) 4-point rubric - School Wide Common Language for Assessments
- Book: [Embedding Formative Assessment](#) (William & Leahy, 2015)
- System Professional Learning sessions
 - Assessment
- [ELA/ELAL Insite | Professional Learning](#)
- [Assessment & Reporting Insite | Professional Learning](#)

Suggested Topics:

- Explore Self-regulated Strategy Development (SRSD, on SAM), CBE PL network, calibration, triangulation, Self-peer Feedback, triangulation of assessment, Guiding Principles of Assessment, actionable feedback, new curriculum

- Provide daily structured and supported writing times
- Collaborative Response focused through the lens of the 5 SEL competencies for literacy confidence
- Target key strategies as part of structured writing program
- Development of 3 responsive writing rubrics (personal narrative) school wide
- Use of 'Blind Marking' of writing assessments to develop consistency within grade teams. Anonymously marking student writing mixed among each grade team. Calibrated marking
- Utilize writing RTI (Triangles) to compile, track and analyze data throughout school year

resources and professional readings)

- [Assessment and Reporting in CBE](#)
- Assessing Student Learning| [Assessment & Reporting Insite](#)

