



Wood's Homes School

805 37 Street NW, Calgary, AB T2N 4N8 t | 403-270-1751 e | woodshomes@cbe.ab.ca

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.

[LINK TO SIRR 2024-25](#)

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

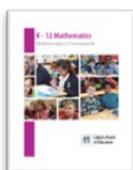
Strong student achievement for lifelong learning and success

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 Plan – Year 2 of 3

School Goal

Student engagement in learning will improve.

Outcome:

Students' academic achievement will improve through the development of executive functioning skills

Outcome (Optional)

Student self-awareness and sense of belonging will increase through grounded task design, assessment, and social-emotional learning within the Holistic Lifelong Learning Framework.

Outcome Measures

- *Individualized Program Plan/Learning*
- *Update Goals related to Regulation*
- *Oral Reading Fluency*
- *MAZE*
- *Spelling Inventory*
- *Number and Algebra Assessment (K-6)*
- *SaskMath Intervention/Programming Instrument (7-12)*
- *Student Perception Data*
- *Course completion data (high school students)*
- *Teacher perception data- implementing fair, transparent and equitable assessment*

Data for Monitoring Progress

- *Report Cards*
- *SLT documentation*
- *Common Task- Student Voice Document*
- *Teacher perception data in implementing outcomes-based assessments and common assessments*
- *Teacher Self-Assessment Tool- Assessment and Reporting in the CBE*
- *Professional Learning Community Documentation*

Learning Excellence Actions

- *Use of appropriate literacy, mathematics and executive functioning screeners as formative assessment to design learning interventions.*
- *Consistent use of clear learning targets aligned with outcomes and assessment criteria connected to the proficiency scale*
- *Incorporate student voice in task design*
- *Provide timely, consistent and constructive feedback to help students understand their progress and areas of improvement*

Well-Being Actions

- *Collaborate with multidisciplinary team to incorporate targeted supports from site-based continuum of supports*
- *Regulation IPP goal with specific executive functioning learning targets*
- *Support students in setting appropriate learning targets and provide explicit instruction*
- *Design highly personalized transition plans that incorporate student voice*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Teachers design tasks and assessment that are accessible to all learners.*
- *Use of scaffolded learning intentions to reflect that students have different learning goals*
- *Ensure students have access to accommodations when needed to remove barriers to learning*
- *SLT process based on the Holistic Life-long Learning Framework*





- Incorporate targeted and specific feedback into current learning updates to support effective transitions



Professional Learning

- *System Professional Learning- K-12 Task Design and Outcomes Based Assessment*
- *Design personalized tasks that map with the outcomes*
- *Design “Look Fors” to build executive functions in the classroom*
- *Calibration through the exploration of student work to the proficiency scale to build collective understanding of fair, equitable and transparent assessment*
- *Therapeutic Crisis Intervention Training (Wood’s Homes)*
- *Trauma-Informed Care Training AHS/Recovery Alberta)*

Structures and Processes

- *Professional Learning Community meetings focused on designing scaffolded tasks with multiple entry points, explicit learning targets, student voice and explicit feedback*
- *Collaborative Response structures focused on site-based Continuum of Supports and SLT processes based on the Holistic Life-Long Learning Framework*
- *Implementation of executive functions, literacy and mathematics screeners across classrooms that are incorporated in IPP goals and current learning feedback*

Resources

- *Indigenous Education Holistic Life-long Learning Framework*
- *Well-Being Framework*
- *Literacy Framework*
- *Mathematics Framework*
- *CBE Guiding Principles Assessment and Reporting*
- *Collaborative Response Resources – Site-based Continuum of Supports*
- *Executive Function Skills in the Classroom by Peg Dawson*
- *Executive Functioning Screener*
- *Reading Decision Tree*
- *Number and Algebra Assessment (K-6)*
- *SaskMath Numeracy Screener (7-12)*



School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student engagement and learning will improve.

Outcome one: Students' regulation will improve through the development of executive functioning skills.

Outcome two: Student sense of knowing themselves as a learner and being known by their school community will increase through grounding task design/assessment and social/emotional learning in the Holistic Lifelong Learning Framework.

Celebrations

- IPP Self-Regulation Goals - 100% of students had one goal targeting the use of strategies to reduce learning barriers related to one executive function skill (where students demonstrated the most need based on teacher and student survey and screener data)
- Maze Assessments (Reading Comprehension) - 100% of students with initial and post results demonstrated growth in this area from October to June, either improving one or more levels or improving results within the same level.
- Numeracy – (MIPI) 60% of students maintained their overall performance within the same grade level or improved performance within their grade level.
 - 58% significantly improved in their grade level
 - 42% maintained their performance in their grade level

Areas for Growth

Continue to support students in choosing one goal that will target the use of strategies to reduce learning barriers related to one executive function skill.



- Continue to build student oral reading fluency through targeted instruction. ORF screener was used for the first time in 2024-2025. We will continue to work to move the from the baseline of 39%of students who demonstrated growth and moved up a level.
- Continue to work on numeracy, using diagnostics (SaskMath), to identify where there is a gap in skills and concepts. 58% of students improved in their grade level.

Next Steps

- Expanding cross-curricular learning that links Literacy, Numeracy, and SEL through targeted task design for all grade levels.
- Continue to connect explicit instruction on executive functioning skills to principles of outcomes-based assessment.
- Continuing to use experiential learning to connect students to community and land in ways that strengthen belonging and engagement.

