



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

Wood's Homes Schools

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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

Learning Excellence

In recent years the programs under the Wood's Homes Schools umbrella have been focused on providing excellence in therapeutic learning environments. Using the Indigenous Education Holistic Lifelong Learning Framework as a guide, we have focused on helping students to develop their executive functioning skills in order to increase self-regulation. Research states that the number one predictor of academic success is a student's ability to regulate. By focusing on high impact strategies for enhancing executive functioning skills in the classroom, we have seen students achieve personalized learning excellence based on their individual strengths. Since our school is comprised of 12 unique settings providing short term and long-term educational programming, our learning excellence data primarily focuses on individual program plan (IPP) current learning updates.

In long term programs (6-10 months), we are able to monitor student reading comprehension through assessments from the Reading Decision Tree and the Mathematics Intervention/Programming Instrument (MIPI).

CORE Vocabulary Screening Test

100% of students assessed in November and June demonstrated growth on the CORE Vocabulary Screening Test

Maze Reading Comprehension Screener

100% of students assessed in November and June demonstrated growth on the Maze comprehension screener

Math Intervention Programming Instrument (MIPI)



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

100% of students assessed in November and June increased at least 1 grade level in their MIPI Math Assessment

In short term programs (>1 week – 3 months), we monitor student achievement based on a common task – the Student Voice Document as well as credits earned (high school students)

75% of students in a short-term program completed a Student Voice Document.

100% of the Student Voice Documents identify learning strengths and needs to support their transition back to school.

On average a high school student earns 12 credits during their program admission.

Well-Being

The primary focus for students in Wood's Homes Schools is to provide intensive support for students' well-being. Student well-being is understood in the context of trauma-informed practice and growth in this area is highly personalized for each student. Therefore, we primarily track students' growth in their ability to regulate through each student's Individual Program Plan goals.

- 100% of students had a specific regulation target connected to developing one of the eleven executive functioning skills.
- 57% of students met their self-regulation target
- 62% of students have ongoing self-regulation targets

Student Perception Data

"I have strategies to help myself that I use if I feel stressed at school."

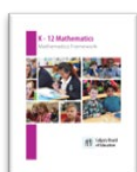
- 55% of students with initial and post survey results felt they remained consistent in their perception
- 30% percent of students reported an improvement in their perception.
- 15% of students reported a regression in their perception.

Truth & Reconciliation, Diversity, and Inclusion

Our data indicates that with personalized holistic supports, that follow the neuro-sequential model of how the brain learns, students can enhance their sense of well-being (spirit - to be), build connections (heart – to belong), resiliency (body – to do) and confidence (mind – to know). This highlights the need for us to focus on supporting students with the number one predictor of school success, self-regulation. (CBE Well-Being Framework, 2024)

Through our multi-disciplinary teams at Wood's Homes Schools, we can provide comprehensive supports to enhance student's regulation. Working in our sphere of influence, teachers play a significant role in ensuring regulation through implementing high impact strategies to support the development of executive functioning skills.

Focusing on the implementation of strategies that ensure fair, transparent and equitable assessment and task design will increase student regulation.





School Development Plan – Year 1 of 3

School Goal

Student engagement and learning will improve.

Outcome:

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

Outcome (Optional)

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 Life-Long 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)
- Math 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

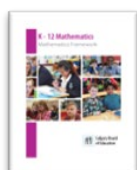
- Use of appropriate literacy, mathematics and executive functioning screeners as formative assessment to design learning interventions
- Consistent use of clear learning targets aligned with outcomes and assessment criteria connected to the proficiency scale
- Incorporate student voice in task design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

Well-Being Actions

- Collaborate with multi-disciplinary 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 and coaching in self-assessment strategies

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





to help students understand their progress and areas of improvement

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

- Design highly personalized transition plans that incorporate student voice

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)
- Math Intervention/Programming Instrument (7-12)

