



Wildwood School

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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.

School Improvement Results Report 2024-25

<https://wildwood.cbe.ab.ca/documents/cb8e3c24-26b6-40ee-90fe-f4f770edcd81/School-Improvement-Results-Report-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome:

Students will improve in phonological awareness and decoding skills

Outcome (Optional)

Student procedural fluency will improve through a focus on number sense

Outcome Measures

- Provincial Numeracy Assessment
- Provincial Screeners: LeNs, PAST, RAN
- Report Card Data – Reading and Number
- Our School Survey
- CBE Student Surve
- Alberta Education Assurance Measures Survey

Data for Monitoring Progress

- Staff Feedback
 - PLC's
 - Surveys
 - Discussion
- Classroom Observations
 - Visual learning intentions & success criteria

Learning Excellence Actions

- Use the Reading Assessment Decision Tree to guide next steps
- Provide explicit instruction in word learning and multisyllabic word reading
- Utilize high impact strategies to support morphology

Well-Being Actions

- Clearly display learning expectations for all learners
- Establish and share success criteria
- Provide repeated opportunities for learners to practice and consolidate literacy skills and knowledge
- Create a culture that values the thinking process and strategies alongside of speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide opportunities for students to connect, learn and form friendships with those from different cultures
- Know learners' cultural background, life experiences, and learning needs
- Provide students with opportunities to interactively and collaboratively construct text(s)
- Empower students to have voice in learning and assessment





- Connect conceptual understanding to procedural fluency
- Implement daily routines focused on building efficiency, flexibility, and accuracy
- Clearly articulate learning intentions
- Build, share, and use exemplars with students to enrich student understanding of success criteria

- Provide multiple entry points for tasks to encourage risk taking
- Acknowledge and expose student to multiple language/literacy constructs
- Acknowledge different ways of knowing and doing mathematics.

Professional Learning

- System Professional Learning
- ELA/ELAL Insite | Professional Learning
- texts at grade and age appropriate levels
- School wide use of Teach Reading with Orton - Gillingham

Structures and Processes

Classroom:

- Use classroom routines to create a vocabulary-rich learning environment across disciplines
- Document and support instruction and learning in intentional ways
- School:
 - PLCs
 - Collaborative Response
 - Grade team meetings
 - Common tasks/assessments
 - Calibration with colleagues

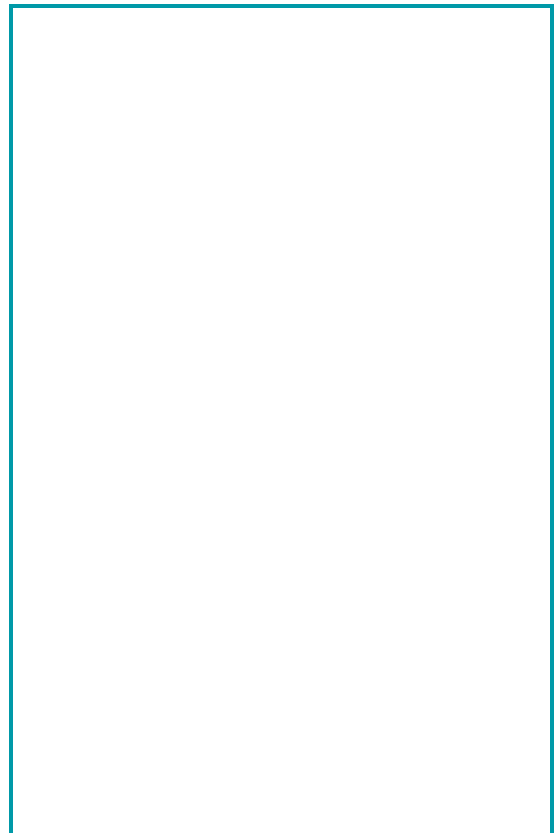
Resources

- ELAL K-3 scope & sequence
- Heggerty Phonological Awareness Resource
- Teach Reading with Orton Gillingham
- CBE Digital Decodable Library
- Reading Assessment Decision Tree (RAD) Gr 4 -12
- ELA/ELAL Insite | Teaching Practices
- MathUP - Online Resource
- Mathematics Equity and Identity Guide
- Mathematics Build Procedural Fluency from Conceptual Understanding Document
- PATHS – Social Emotional Learning





- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy).
- Listen, discuss and implement selected episodes Science of Reading, The Podcast
- Watch and discuss Graham Fletcher's numeracy progressions



School Development Plan – Data Story

2024-25 SDP GOAL ONE: *Student foundational skills in literacy and mathematics will improve*

Outcome one: Students will improve in phonological awareness and decoding skills

Outcome two: Student procedural fluency will improve through a focus on number sense

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Celebrations

- Students requiring additional supports in the LeNS and PAST have decreased (40-33%, 36-34%) from September 2024 to September 2025
- Students reported engagement in all categories for math as measured by the CBE Student Survey (ranging from 1.77 to 11.73% increased)
- Students reported increased agreement in overall Resiliency and Mental Health (5.39% increase)

Areas for Growth

- Building students' rapid automatized naming of the alphabet and high frequency words (increase from 22 to 28% students requiring additional supports)
- Improving student basic number sense (increase from 19 to 26% students requiring additional supports)
- Increase student awareness and use of regulation strategies (decrease from 80.7 to 72.96% overall agreement)

Next Steps

- Targeted explicit daily instruction of identifying letter sounds, pictures, multi-sensory centers, labeling, auditory training and disciplinary vocabulary
- Targeted explicit daily instruction of manipulatives, visual models, number lines, teaching, labeling and vocabulary
- Systematic teaching of PATHs lessons – identification of emotions and appropriate choice of regulation strategies



