



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

Wildwood 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

Learning Excellence

We have used data from Provincial screeners and assessments as well as Report card data for June 2024 to guide our planning for the upcoming year. This data-driven approach helps us identify trends, address learning gaps, and better meet the needs of our students.

Provincial Universal Screeners Results	Percentage of students requiring additional supports September 2024					
Letter Name Sound - LeNS Overall	40%					
Phonological Awareness Screening Test – PAST	36%					
Rapid Automatized Naming (RAN)	22%					
Numeracy – Grade 1 - 3	19%					
Report Card Stem – Reads to explore and understand	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL	IPP
Overall	2.9%	17.6%	31.6%	25.8%	18.9%	3.1%
Report Card Stem – Understands and applies concepts related to number	Indicator 1	Indicator 2	Indicator 3	Indicator 4	EAL	IPP



and patterns (G1-2); and algebra (G3-6)						
Overall	3.6%	25.5%	33.0%	33.0%	4.2%	0.7%

As we analyze the charts above we can see that both the LeNs and the PAST have a high percentage (40% and 36%) of students requiring additional supports in Literacy. After analyzing our English Language Arts and Literature report card Reading stem data, we found that there were higher percentages in Achievement Indicators 1 & 2. When looking at our Mathematics report card Number stem data, we see that overall a quarter of students are achieving basic understandings.

Well-Being

The summary of Well-Being data that directly impacts student success suggests overall high scores, when looking at the Our School survey, areas such as belonging and connection with others require greater focus.

Combined Data - The results were from CBE Student Survey (Spring 2024), AEA Survey (Spring 2024) and OurSCHOOL (Fall 2023)

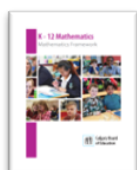
School Connectedness and Belong – Overall Agreement	83.6%
Resilience and Mental Health – Overall Agreement	79.1%
Regulation – Overall Agreement	80.7%

Our School Student Survey

I feel like I belong at school	65.2%
I feel included at school (Grade 6)	64.4%
Values knowledge of others' cultures for connection with others	45.5%

CBE Student Survey

Literacy	
I understand what I read.	97.5%
I feel a connection to the texts	73.6%
I am a good (competent) writer	83.8%
I have the opportunity to read interesting books	49.1%
I have the opportunity to receive feedback from others to improve my writing	23.8%
I have the opportunity to learn from different people in different spaces to improve my reading and writing skills	37.1 %
Mathematics	
I am confident that I can learn mathematics.	87.5%
I share my ideas and ask questions in mathematics class	76.2%
I know what to do next to improve in mathematics.	85.7%





I enjoy working on challenging problems in Mathematics	68.5%
I think deeply and slowly when solving mathematics problems	78.9%

Here we note that for literacy, students are identifying that they understand what they are reading but are not feeling as connected to what they read, with a lower than expected percentage indicating they have the opportunity to read interesting books. Students also reported lower than expected percentage for learning from different people and working in different spaces. For mathematics, while students are confident in mathematics and think deeply and slowly when working on problems, they do not enjoy working on problems that are challenging.

Our focus for this year is on implementing a school-wide approach of social-emotional teaching through the use of the PATHS social emotional learning program that focuses on building confidence, sense of identity paired with a specific attention on teaching regulation strategies to improve learning experiences.

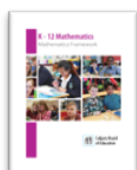
Truth & Reconciliation, Diversity, and Inclusion

Diversity & Inclusion - The results were from CBE Student Survey (Spring 2024) and OurSCHOOL (Fall 2023)

I see my culture reflected in my school	72.2%
Values cultural learning through friends from different cultures	74.4%
Feels Accepted	76.2%

Our demographic data represents highly diverse student population with 43% of our students identified as English as an Additional Language learners, 5% of our students self-identifying as Indigenous and 18% of our students as having identified Special Education requirements. We also host two specialized education programs, Enhanced Education Supports and Paced Learning Program. We respect and celebrate diversity by being intentional in our approach in creating safe, caring and welcoming learning environment where all students can thrive in their learning.

Throughout the year, incorporating the Indigenous Education Holistic Lifelong Learning Framework (IEHLLF) had a profound impact on some of our most vulnerable students' emotional well-being and sense of community. 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. This personal insight strengthened teacher-student relationships, contributing to a supportive learning environment; opening discussions about how their emotions and sense of belonging impact their ability to learn and interact positively with others. Using the IEHLLF language helped students develop a deeper understanding of their emotions and improved their conflict resolution skills.





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





School Development Plan – Year 1 of 3

School Goal

Student foundational skills in literacy and mathematics will improve

Outcome:

Students will improve in phonological awareness and decoding skills

Outcome

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 Survey

Data for Monitoring Progress

- Staff Feedback
 - 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 multi-syllabic word reading
- Utilize high impact strategies to support morphology
- 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

Well-Being Actions

- Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection
- 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
- Celebrate and use mistakes as opportunities for learning.
- Create a culture that values the thinking process and strategies alongside of speed and algorithms

Truth & Reconciliation, Diversity and Inclusion Actions

- 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
- Use strength-based instructional and assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks to encourage risk taking
- 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

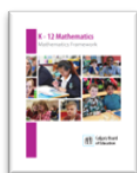
Structures and Processes

Classroom:

- Use classroom routines to create a vocabulary-rich learning environment

Resources

- ELAL K-3 scope & sequence
- Heggerty Phonological Awareness Resource
- Teach Reading with Orton-Gillingham
- CBE Digital Decodable Library





- School wide use of Teach Reading with Orton-Gillingham
- School wide use of Rooted in Joy
- Build collective understanding of mathematical fluency (efficiency, flexibility, accuracy).
- Watch and discuss [Figuring Out Fluency Webinar](#)
- Watch and discuss Graham Fletcher's [numeracy progressions](#)

- Document and support instruction and learning in intentional ways
- School:
- PLCs
 - Collaborative Response
 - Grade team meetings
 - Common tasks/assessments
 - Calibration with colleagues

- 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

