



Henry Wise Wood High 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

Our data story is based on course completion, graduation rates and report card data. The table below summarizes information from the Alberta Education Assurance Measures – Overall Summary of Student Growth and Achievement.

Alberta Education Assurance Measures Summary					
	2024	2023	2022	2021	2020
<i>High School Completion Data</i>					
3 year	85.6	80.4	80.5	81.9	76.4
5 year	87.0	86.5	85.2	83.0	86.8
<i>Diploma Exam Results</i>					
Diploma Acceptable	94.6	94.2	92.2	N/A	N/A
Diploma Excellence	44.6	45.0	40.5	N/A	N/A

Upon further analysis of local school data for grades 10 and 11, we discovered that a growing number of students are failing to earn the necessary credits in grades 10 and 11. This led us to dig deeper and reflect on teaching and learning. We will focus on building teacher capacity in Outcome Based Assessment with narrow focus on designing learning tasks with clear Learning Intentions and Success criteria.

Teachers will carefully design and adjust quality assessments to better understand student progress and learning needs. They will use these

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



assessments to inform more targeted and effective task design. Teachers will be intentional in responding to student learning, ensuring each student receives the appropriate level of challenge and support to succeed.

Learning extension opportunities will be provided for students who are not able to successfully complete the course learning outcomes within the semester timeline through such opportunities as credit rescue and credit recovery.

We continued to look at credits earned each year by Grade 10 students and saw an increase in the 2023-24 school year. Last year, 16.5% of Grade 10 students did not complete at least one course they were registered in which is an improvement from the previous year.

	August 2024	August 2023	August 2022	August 2021
% of Grade 10 students earning all credits from registered courses (PASI)	83.5%	79.2%	91.2%	86.6%

We are also looking closely at our cohorts of Grade 11 and 12 students and their projected graduation timelines. We know that approximately 7% of incoming Grade 12 students are entering Grade 12 with fewer than 60 credits.

	August 2024
% of Grade 11 students that have achieved at least 60 credits at the start of their grade 12 year.	93.1%

Well-Being

In analyzing student survey results, the results below continue to indicate the need for continued focus on how students are feeling in relation to their cultural representation in the school. Students' confidence as learners with goal setting and tracking their own progress also continues to be an area of focus.

	OurSCHOOL All Grades (Fall 2023)	OurSCHOOL All Grades (Fall 2024)	CBE Student Grade 11/12 (Spring 2023)	CBE Student Grade 11/12 (Spring 2024)
Sets Learning goals	58.03%	57.07%	75.6%	
Tracks progress towards goals	49.9%	52.55%		
I have confidence in myself as a learner			56.52%	61.72%
	OurSCHOOL All Grades (Fall 2023)	OurSCHOOL All Grades (Fall 2024)	CBE Student Grade 11/12 (Spring 2023)	CBE Student Grade 11/12 (Spring 2024)
Feels Accepted	64.05%	68.24%		
I can see my culture reflected in my school			51.24%	52.66%





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

Our school community has experienced significant growth in both population and diversity over the past few years. A notable increase in students who are learning English as an Additional Language (EAL) has enriched our classrooms, along with a rising number of students who self-identify as Indigenous. In response, we remain committed to addressing the evolving needs of our learners by collaborating closely with system EAL Specialists and Indigenous Education Specialists and school-based Indigenous Graduation Coaches. This collaboration allows us to implement culturally responsive teaching practices, creating an inclusive and engaging learning environment that supports the unique backgrounds and experiences of all our students.

Currently, our school population, 1905 is comprised of 306 (16%) English as an Additional Language (EAL) students, 101 (5%) are students who self-identify themselves as Indigenous and 535 (28%) with Special Education codes.

As we looked at specifically previous year's data, we have noticed that 44% of our EAL students have absenteeism rates higher than 10% missed classes and 73% for our self-identified Indigenous students missed more than 10% of classes.

We have also noticed that both EAL and self-identified Indigenous student cohorts, have lower Total Credit counts throughout the 3 grade levels, when compared to CBE and/or Area 6 schools. Our focus is to understand more closely the possible correlations of Total Credit count to factors like attendance, sense of belonging and well-being.





School Development Plan – Year 1 of 3

School Goal

Student academic achievement will improve through the implementation of Fair, Transparent and Equitable Assessment practices.

Outcome:

The percentage of students acquiring credits for registered courses will improve.

Outcome Measures

- High School Graduation Rates
- Report Card Data
- Course completion analytics
- School Authority Report – Diploma Examinations Results alignment with School Awarded Marks
- Teacher perception data – Implementing Fair, Transparent and Equitable Assessment

Data for Monitoring Progress

- Course Mark Analytics – Term 1 and 3
- EAL Benchmarks data Analytics
- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: 3 Year High School Completion
- Assignment Stem/Outcome Analysis
- Perception data from students
- Credit Recovery and Credit Rescue Tracking
- 'We Walk Together' Data for self-identified indigenous students

Learning Excellence Actions

- Implementation of Outcomes Based Assessment across disciplines
 - English 10-2, 20-4
 - Social 10-1/-2/-4,
 - Science 10, 14, 24
 - Math 10
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale
- Teachers use various assessment types and mitigate the impact of distorting factors to ensure fairness and accuracy in the assessment information gathered
- Provide timely, consistent and constructive feedback to help students understand their progress and areas of improvement

Well-Being Actions

- Provide students with opportunities for continued learning and reassessment to encourage student engagement and motivation in learning
- Additional time is provided to all students to reduce anxiety to complete assessments to ensure that the achievement of the intended learning goal is met
- Supports students in setting appropriate learning targets and provide explicit instruction and coaching in self and peer assessment processes and strategies
- Further developed our articulation process with our feeder schools to specifically target those students who needed a "soft landing" transition into high school

Truth & Reconciliation, Diversity and Inclusion Actions

- Teachers design tasks and assessments that are culturally inclusive, accessible to all learners
- Implement culturally responsive pedagogy across all disciplines
- Ensure students have access to accommodations when needed to remove barriers to learning, without consequence to grades
- Provide professional learning and resources to build and apply culturally responsive teaching and learning.
- Enhance relationships with students, families, caregivers and partners to strengthen cultural understanding throughout the system.





- Student Wellness Action Team and System symposium participation

Professional Learning

- System Professional Learning – Outcome-Based Assessment – review and continue refinements of assessments to support improved understanding and use of the Proficiency Scale
- Development of high-quality summative assessment tasks that align with system outcomes
- Calibration through the exploration of student work (including the use of the Proficiency Scale) to build collective understanding of Fair, Equitable and Transparent Assessments

Structures and Processes

- Collaborative Response structures and process are used to identify students at risk to provide just in time additional support
- Implementing a cohort model for Grade 10 students identified through feeder school transition articulation meetings
- Creation of courses to target students for credit recovery, literacy and math skills, CALM and Physical Education
- Warrior Connect Planning Committee
- Warrior Voice Council
- Warrior Diversity Council

Resources

- *CBE Indigenous Education Holistic Lifelong Learning Framework*
- *CBE Student Wellbeing Framework*
- *Assessment & Reporting in CBE*
- *Assessment & Reporting in CBE I Practices & Procedures*
- *Making Teaching & Learning Visible*
- *EAL Ongoing Assessment Practices guiding document*
- *EAL Foundational Series*

