

Henry Wise Wood High School

910 – 75 Ave SW, Calgary, AB T2V 0S6 t | 403-253-2261 f | 587-933-9717 e | henrywisewood@cbe.ab.ca

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

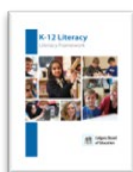
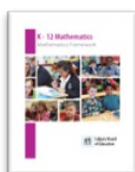
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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](#)





School Development Plan – Year 2 of 3

School Goal

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

Outcome:

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

Outcome Measures

Report Card Indicators

- PowerSchool Course Completion Analytics
- PowerSchool Report Card Data

Provincial Assessments

- School Authority Report - Diploma Examination results alignment with School Awarded Marks

Surveys

- Alberta Assurance Survey
- CBE Student Survey
- OurSchool Survey
- Teacher Perception Data

Data for Monitoring Progress

Internal Tracking

- High School Diploma Analytics
- Alberta Education Assurance Measure Results Report: 3 Year High School completion
- EAL Benchmarks Data Analytics
- 'We Walk Together' Data for self-identifying Indigenous students

Formative Progress

- Course Mark Analytics – Terms 1 and 3
- Professional Learning Communities – use of system Outcomes and High School Proficiency Scale to calibrate assessment processes
- Assignment Stem/Outcome Analysis

Perception Data

- Perception data from student surveys
- Warrior Voice Council student data

Learning Excellence Actions

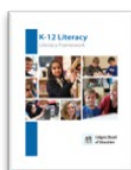
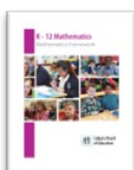
- Implementation of Outcomes Based Assessment across disciplines
 - English 10-1,2,4
 - Social 10-1, 2, 4/20-1, 2, 4
 - Science 10, 14
 - Math 10C
- Consistent use of clear learning intentions aligned with identified course outcomes and assessment criteria connected to the High School Proficiency Scale
 - English 10-2
 - Social 10-1, -2, -4
 - Science 10, 14

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

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





- 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

- Student Wellness Action Team and System symposium participation

cultural understanding throughout the system.

Professional Learning

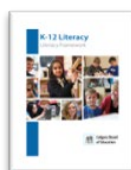
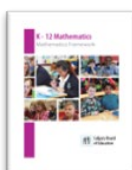
- System Professional Learning – Outcome-Based Assessment – review and continue refinements of assessments to support improved understanding and use of the Proficiency Scale
- Development of high-quality summative tasks that align with system outcomes
- Calibration through the exploration of student work (including the use of the Proficiency Scale) to build collective understanding of Fair, Equitable and Transparent Assessments
- Trauma Informed Practice learning for teachers
- Elder Dr. Kerri Moore presentation on Trauma Informed Practice and staff well-being

Structures and Processes

- Collaborative Response structures and process are used to identify students at risk to provide just in time additional support
- IPPs are responsive to student needs within academic and social emotional realm
- Sharing EAL benchmarking processes across disciplines
- Feeder school and feeder program transition articulation meetings
- Indigenous student 4S transition process
- Warrior Connect Planning Committee
- Warrior Voice Council
- School Well-being Action Team (SWAT)
- Professional Learning Committee

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
- Diversity & Inclusion Resources
- Well-being Service Unit Resources
- Inclusive Education Team
- All In For Youth



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Student academic achievement will improve through the implementation of Fair, Transparent and Equitable Assessment practices

Outcome one: The percentage of students acquiring credits for registered courses will improve

Celebrations

- Our student population continues to significantly exceed provincial averages for students achieving Standard of Excellence and Acceptable Standard on Diploma exams.
 - The percentage of students who achieved the Acceptable Standard on the Diploma exams was 93.7% in comparison to 82.0% for Alberta
 - The percentage of students who achieved the Standard of Excellence on the Diploma exams was 43.5% in comparison to 23.0% for Alberta
- Our 3-year High School Completion rate improved to 87.4% from 85.6%
- Our 5-year High School Completion rate improved to 88.6% from 87.0%
- Students identified a greater sense of belonging and inclusion
- Professional Learning Committee created strong professional learning based on staff learning requests

Areas for Growth

- We continue to notice lower course completion in some of the -2/-3/-4/-14 course sequences
- We noticed that students identified a greater need for more adult connection and adult check-in.
- We noticed that staff are requesting further learning in student well-being and Trauma Informed Practice.

Next Steps

- Track specialized cohorts to better understand lower course completion to understand student needs and address through collaborative structures such as Collaborative Team Meetings and Professional Learning Communities
- The Warrior Connect committee has added regular academic check-ins and opportunities for connection
- The Professional Learning Committee will build sessions for staff to reflect on ways they can connect with students in their learning journey, including Trauma Informed Practice sessions on Non-Instructional Days.

