Erin Woods School
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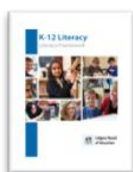# School Development Planning

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 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.

2024-2025 SIRR Report

School Goal
Student foundational skills in literacy and mathematics will improve

Outcome:
Students will improve in reading comprehension through vocabulary development

Outcome (Optional)
Students will improve in engaging and representing understanding through rich mathematical discourse

Outcome Measures
- Division I - Provincial Screeners – (PAST, RAN, LeNS and CC3)
- Division II – Reading Assessment Decision Tree (Core Vocabulary, Core Maze, Words their Way Spelling Inventory)
- K-3 Numeracy Screener
- K-6 Stem Indicators (Reading and Math)
- Summative for your Outcomes
- Grade 6 Provincial Achievement Tests (PAT) Reading Comprehension (Part B) , Math (Part B)

Data for Monitoring Progress
- Outcome-Based Rubrics
- UFLI checklists
- Morpheme Magic Screener checklist
- MathUP Observational Assessment Checklist
- PowerTeacher Gradebook Analytics Tools

Learning Excellence Actions

- Create discourse rich mathematics learning environment
- Continuation of intervention-based common literacy blocks
- RTI based Math intervention

Well-Being Actions

- Provide easy access to a variety of organized learning materials and responsive spaces
- Create SEL common language and common practices in classrooms
- Frequent use of routines, such as talk-moves, minds-on energizers, consolidation opportunities and problem attack protocols to develop consistency and confidence

Truth & Reconciliation, Diversity and Inclusion Actions
- Connect with the Indigenous Learning team and create a school-based long range implementation plan
- Work alongside an Elder to provide a land-based learning opportunities
- Use the Ed Matters field trip grant to offer a whole-school experience

Professional Learning
- MathUP Professional Learning
- EAL Quick Bite Videos
- Land-based elder teaching opportunities

Structures and Processes
- Collaborative Response
- Whole school assessment and reporting calibration
- Use of system-based and school-based rubrics

Resources
- MathUP
- Morpheme Magic
- UFLI
- Heggerty Phonological Awareness Resources
- Decodable books

School Development Plan – Data Story

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

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

Outcome one: Students will improve in reading comprehension through vocabulary development

Outcome two: Students will improve in engaging and representing understanding during rich mathematical discourse

Celebrations

- In Mathematics there was a decrease in students requiring additional support (RAS) by 11.3% as reported on numeracy screeners
- 43.9% improvement in students requiring additional support (RAS) as assessed by the Letter Name-Sound (LeNS) and Castles and Coltheart Reading Test (CC3) screeners.
- Decrease of 9.55% of students who are at risk, as determined by the CORE Maze, CORE vocabulary and Words their Way Spelling Inventory assessments.

Areas for Growth

- Improving student regulation skills so they can engage in learning.
- Increase student confidence, competence and motivation to improve foundational skills and problem-solving strategies in Mathematics.
- Increasing opportunities for students to engage and explore understanding through verbal discourse.

Next Steps

- Reading and Mathematics Intervention teacher position increased from 0.4 FTE to 0.9 FTE.
- Continue use of the MathUP resource and newly acquired mathematics manipulatives to provide more hands-on learning opportunities.
- Utilize both system-wide and school-based rubrics to calibrate and target assessments, supporting effective task design in all subject areas.
- Work with Indigenous Elder to focus on The Heart – To Belong through land-based learning opportunities.