

**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

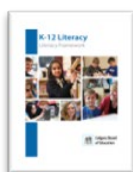
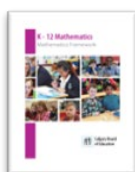
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[Sherwood SIRR 2024-25](#)





School Development Plan – Year 2 of 3

School Goal:

Students' achievements in literacy and numeracy will improve.

Outcome One:

Through intentional design of tasks and the learning environment, students will improve literacy, numeracy and their well-being

Outcome Two:

To foster student engagement by strengthening teachers' implementation of meaningful tasks that align our school's core values of voice, choice and community.

Outcome Measures

Report Card Indicators:

- Mathematics stems (Grades 4-9)
- ELA & ELAL & SLA Writing stems (Grades 4-9)
- ELA & ELAL & SLA Reading stems (Grades 4-9)
- SLA Speaking Stem (Grades 4-9)

Provincial Achievement Tests:

- Grade 6 Mathematics Parts A & B
- Grade 6 Science
- Grade 6 ELAL Parts A & B
- Grade 9 Mathematics Parts A & B
- Grade 9 Science
- Grade 9 ELA Parts A & B
- Grade 9 Social Studies

Surveys:

- CBE Student Survey
- OurSchool Survey
- Alberta Education Assurance Measures Survey

Data for Monitoring Progress

Internal Tracking:

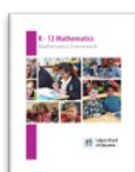
- Diagnostic Assessments
- Literacy Intervention Cycles (every 6-8 weeks)
- Well-Being-Relationship Mapping (2x a year)

Formative Progress:

- Professional Learning Communities
- Cross-grade data analysis and calibration

Perception Data:

- OurSchool Survey: Who is your trusted adult in the building?





Learning Excellence Actions

Literacy:

- Use the Reading Assessment Decision Tree to guide next steps
- Follow clear scope and sequence
- Provide daily structured and explicit instruction
- Strategically teach high-frequency words
- Use a gradual release of responsibilities

Mathematics

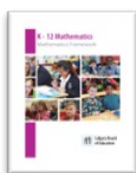
- Developing cross-curricular, real-world math problems that increase relevance (project-based learning)
- Embed mathematical routines and games into daily practice
- Create opportunities for collaboration
- Connect conceptual understanding to procedural fluency
- Create an environment where students are doing most of the work of reasoning and making sense of the mathematics

Well-Being Actions

- Use of goal setting and assessment
- Clearly display learning expectations for all learners
- Use clear and consistent routines
- Utilize flexible groupings for specific learning
- Create a culture that values the thinking process and strategies over speed and algorithms.
- Communicate so that everyone can do well in mathematics
- School Well-Being Action Teams
- Utilize a schoolwide Social Emotional Learning Approach
- IPP's and SSP's focused on regulation strategies and use of sensory spaces/movement breaks/SEL competencies

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive, diverse, and inviting texts
- Empower students to have voice in learning and assessment
- Provide multiple entry points for tasks to encourage risk taking
- Flexible groupings
- Engage students in project-based learning to understand and investigate meaningful situations
- Show that mathematics is rooted in culture (e.g., School, community, sport teams)
- Create interdisciplinary learning opportunities
- Consider students identities in task design
- Provide opportunities for students to explore how their cultural heritage and lived experiences relate to mathematical concepts to foster a





sense of belonging
and pride.

Professional Learning

- System Professional Learning
- Layers of Literacy Professional Learning
- Improving Reading for Older Students (IROS) modules
- ELA/ELAL Insite | Professional Learning
- Reading science, utilizing University of Florida (UFLI) free resources, explore articulation of sounds, 44 English phonemes, decodable books/text
- Middle Years Professional Learning Series
- Staff professional learning on Building Thinking Classrooms
- Professional learning on creating culturally relevant mathematics tasks
- Collaborative Response Model with Academic, Social and Emotional Learning (CASEL), Framework to plan the integration of Social and Emotional Learning

Structures and Processes

Classroom:

- Document and support instruction and learning in intentional ways (i.e., word/ sound walls, anchor charts, concept maps, sentence frames, graphic organizers, clear criteria)
- Use manipulatives like whiteboards, Elkonin boxes, mirrors, letter tiles, magnets, sand, etc.
- Create literature-rich learning environments
- Sound walls
- Use routines and games: word ladders, word sorts, puzzles, etc.

School:

- PLCs, Collaborative Response, Grade team meetings
- Collaborative Response
- Common Tasks

Resources

- ELAL 4-6 Scope & Sequence
- Understanding Reading Gr 4-12
- CBE Digital Decodable Library
- Reading Assessment Decision Tree (RAD) Gr 4-12
- ELA/ELAL Insite | Teaching Practices (scroll to 'phonological awareness', 'phonics', and/or 'vocabulary and spelling' for professional books and resources)
- Reading and Interventions: ELA/ELAL Insite | Interventions School Development Plan | Literacy Supporting Document for 2025 – 2026
- Tasks that Promote Reasoning and Problem-Solving Document
- Mathematics Equity & Identity Guide
- Mathematics Insite | Environment Page
- MathUP (K-6)





- Non-permanent vertical surfaces
 - Flexibility in instruction
 - Provide access to tools and manipulatives at student desk or table
 - Assistive technology access
 - Visibly random groupings
- Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning
 - Math-ish: Finding Creativity, Diversity, and Meaning in Mathematics by Jo Boaler

School Development Plan – Data Story

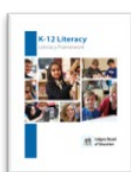
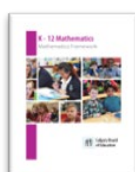
2024-25 SDP GOAL ONE: Students' achievement in literacy and mathematics will improve.

Outcome one: Through intentional design of the learning environment, students will improve in literacy, numeracy and wellbeing.

Outcome two: To foster student engagement by strengthening teachers' implementation of meaningful tasks that align with our school's core values of voice, choice and community

Celebrations

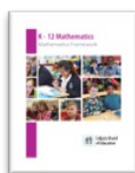
- Mathematics Engagement: 74% of Grade 5 students enjoy challenging math problems, and 77% report "I think deeply and slowly when solving mathematics problems."
- Confidence and Self-Awareness: 79% of students feel confident in learning mathematics; 77% know what to do to improve.
- Equity Success: 75% of Indigenous and 80% of English as an Additional Language (EAL) students achieved at an acceptable standard—both above CBE averages.



- Interest and Relevance: 57% of students find mathematics interesting, and two-thirds report that it feels useful to them.
- Belonging and Meaning: 56% of students feel their culture is reflected at school; 88% recognize Indigenous ways of knowing; 77% find learning meaningful.
- Community Engagement: Students look forward to events such as Sher-burger Day, Spirit Days, Culture Week, Winter and Spring Showcase, Leadership Events, School Clean-Up, and athletics—all of which strengthen belonging and school pride.
- School Improvement: 81.9% (Very High / Improved / Excellent), up 6.4% from 2024.
- Work Preparation: 100% satisfaction (Very High / Improved / Excellent), reflecting real-world learning integration.
- Lifelong Learning: 94.4% (Very High / Improved / Excellent), highlighting growth mindset and learning ownership.
- Program of Studies: 88.2% (Very High / Improved / Excellent), ensuring students access broad, balanced programming.
- Access to Supports and Services: 80.4% (Intermediate / Maintained / Acceptable), showing continued strength in inclusive education and layered interventions.
- Parental Involvement: 78.7% (High / Maintained / Good), showing strong collaboration between home and school.
- In-Service Jurisdiction Needs: 92.1% (Very High / Improved / Excellent), confirming that professional learning is focused and impactful.

Areas for Growth

- Only 70% of students feel connected to texts, with few students reporting genuine interest while others express that texts are outdated.
- Writing assessments show an increase in “1’s” by grade, suggesting a widening achievement gap in literacy skills.
- Only 55% of Grade 8 students enjoy challenging math problems (down from 74% in Grade 5).
- Grade 9 ELA Part A results declined from 52% acceptable to 19% acceptable.
- Report card calibration issues: percentage of “1’s” increased from 3.5% to 7.5%, with inconsistent application of indicator categories across grades.
- Only 61% of students report that racism or discrimination is addressed when it occurs.
- 52.8% of Sherwood students achieved an “Acceptable” level on the Grade 9 ELA Provincial Achievement test compared to 69.8% provincially.
- Math 9 Acceptable: 22.2% vs. Alberta 51.7%
- Science 9 Acceptable: 51.4% vs. Alberta 68.6%



- Social Studies 9 Acceptable: 31.9% vs. Alberta 60.5%
- Student Learning Engagement: 81.8% (Low / Maintained / Issue), slightly below the provincial 83.9%.
- Citizenship: 70.0% (Low / Maintained / Issue), compared to Alberta's 79.8%.
- Welcoming, Caring, Respectful and Safe Learning Environment Survey: 75.3% (Very Low / Maintained / Concern), indicating students' sense of belonging and safety requires continued focus.

Next Steps

Literacy

- Increase text choice and task design to connect student interests to curricular outcomes—moving from basic “connection” toward authentic engagement and enjoyment.
- Calibrate writing assessments by grade teams to ensure accuracy and consistency in assigning “1’s.”
- Implement a 20-minute daily Learning Lab block to support targeted reading and writing skill development.
- Provide explicit writing instruction using sentence and paragraph frames, “I do–We do–You do” scaffolding, and deliberate practice with feedback.

Mathematics

- Design cross-curricular, real-world tasks to strengthen student interest and enjoyment.
- Introduce earlier and more frequent PAT practice, emphasizing reading comprehension, identifying relevant information, and solving multi-step problems.
- Monitor student experiences with challenge, particularly in Grades 8–9, to sustain engagement in rigorous problem-solving and prevent boredom or frustration.
- Clarify and standardize reporting—ensure “1’s” reflect true performance rather than placeholder codes, such as IPP, ADP, ELL, etc.
- Implement school-wide diagnostic assessments every 6–8 weeks to guide targeted intervention.

Truth and Reconciliation, Diversity, and Inclusion

- Continue to amplify cultural representation and strengthen school responses to racism and discrimination.
- Use student voice and survey data to celebrate diversity and increase visibility of multiple worldviews.
- Utilize Harvard’s Relationship Mapping to ensure every student has at least one strong, supportive adult connection at school.

