



**2022-2023 WOODHAVEN MIDDLE SCHOOL
DEVELOPMENT PLAN**

Principal: Mrs. Nealle Dickson
Assistant Principal: Ms. Marcie Enders



Our Vision:
Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission:
We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Ultimate Goal:
Student Success and Well-being

Our Values:
*Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
Excellence in achievement;
Trustworthy, respectful relationships; and,
Resilience and self-awareness*

Area of Focus	Teachers and Leaders Promote Literacy & Numeracy
Supplementary Area of Interest	Care, Respect & Safety

MESSAGE FROM THE PRINCIPAL

Our students have been and continue to be at the center of the work we do at Woodhaven Middle School. We know that student success and well-being extends far beyond academics. It is for this reason that we have spent the past 2 years focusing on ensuring we are providing safe, caring and respectful learning environments for our kids to come to. As a result of the success in this area of focus, we are excited and ready to shift our primary focus to improving student success in literacy and numeracy, while keeping safety, care and respect as our secondary focus.



We are very excited as a school to be moving forward with a strong focus on Literacy and Numeracy while ensuring student well-being at school. Improving student achievement in the areas of Literacy and Numeracy will require collaboration, risk taking and professional development. Teachers will be learning about and implementing research informed practices to help them tackle the learning gaps that exist. Through the use of small group instruction, targeted interventions and the use of data to drive instruction, our learners will receive the targeted teaching and learning that is required to achieve their full potential.

Although literacy and numeracy are the primary focus, we will continue to keep student well-being at the forefront of the work we do. We will continue to support student well-being beyond academics with the support of our school counsellor and through the collaboration of many outside agencies that provide nutritious food for kids who need it. We believe it is a gift to have the opportunity to welcome students into our school community each and every day and as a staff we are committed to ensuring it is a warm and welcoming environment for them to learn and grow in.

Our Goal

Over the previous two years, Woodhaven staff has identified and implemented processes to ensure students feel safe, cared for and respected while at school. With the support of PSD facilitators, school based literacy and numeracy lead teachers as well as outsourced professional development, our goal is to build staff capacity to improve students' learning relating to literacy and numeracy. Our students will be provided with many opportunities to collaborate and advocate for their own learning needs. Our expectation is at the very least all students will achieve one year's growth in one year's time while ensuring they feel a sense of well-being and belonging within Woodhaven Middle School.



Key Considerations to Promoting Literacy & Numeracy within a Safe and Caring Environment at Woodhaven Middle School.

Our School Context

Woodhaven Middle School serves a school population of over 490 students from grades five to nine in the center of Spruce Grove. In addition to regular 'mainstream' programming, the school is also home to the Parkland School Division Christian Program which provides instruction in non-denominational and spiritually nurturing environments. The school has recently completed construction of a \$22 million dollar addition and modernization which has increased school capacity to 885 students and provided major upgrades to the school's Career and Technology Foundations spaces, library commons, and gymnasiums in what has resulted in what essentially is a new building. These renovations reflect the diverse interests of students who attend Woodhaven. To meet these interests, the school is home to a well established Fine Arts/Dramatic Arts programs, language course offerings, counseling and student wellness supports, as well as successful athletic extracurricular programs. The school is also home to an exceptional staff who is dedicated to student well-being and success.



Considering our Students



At the heart of the work we do are our students: your children! Having worked hard to ensure the structures are in place for students' basic needs to be met at school, it is now time to set high expectations for literacy and numeracy and ensure our students are provided with what they need to meet these expectations. For some students this will be an adjustment as they shift their own expectations of self to include not just social but also academic success. As a staff we will support students using differentiated instruction, collaborative problem solving, and consistent boundaries and expectations for all. Always ensuring we support and maintain a school culture that values safety, caring, and respect as the foundation for student success.

Considering our Staff

As exciting as it feels to be ready to shift our focus to literacy and numeracy success, it is also important to remember that for many staff this requires new learning and a change of teaching practice. As a staff we are committed to using research to guide our practice; however, we also understand that in order for change to be effective, the people leading the change must have a solid understanding of how to make the change. This year Woodhaven will have both literacy and numeracy lead teachers on staff to support both staff and students. As well we will ensure that time for learning on PD days will be allocated to both literacy and numeracy learning. We have also ensured that staff have embedded weekly collaborative planning time to reflect on teaching goals, student achievement and what needs to be done to ensure success in literacy and numeracy.

Considering our Resources

Ensuring we have both student and teacher resources supported by professional development are foundational to supporting student success in literacy and numeracy. To ensure we have adequate resources, we will continue to update resources to support literacy and numeracy learning in grades 5-9. Professional Development will also be provided to continue supporting small group instruction in literacy and numeracy. Ensuring staff understand how to use resources effectively as well as apply new learning in their classrooms is foundational to success in this area. We will be using the *Numeracy Assessment Continuum* created by the Parkland School Division, Mine the Gap Assessment resources, and Building Thinking Classrooms in numeracy to guide our work. Our Division Principals and facilitators will be key to supporting us as well. Release time will be provided as required for teachers to investigate resources, create lessons/units or to observe other teachers in the school or division.

Through the implementation of our *Comprehensive School Health Plan*, we will continue to provide counseling support for students, small group social support for students, access to healthy food choices, and Indigenous wellness practices. As well, our collaborative response framework is working to ensure our learning environment is student centered and collaborative for staff to ensure learning and wellness needs are being met.



Measuring Achievement of Literacy & Numeracy within a Safe and Caring Environment

It is so important that we consider our context, our resources and our students when embarking on a new direction with our school development plan. It is our goal that 95% of our students will achieve an acceptable standard in literacy and numeracy. To begin the journey to achieving this goal we must have high expectations for all of our students and ensure teaching practices are such that students can meet this expectation. To start, we expect at minimum to reduce the number of students achieving below grade level by at least 10% in the areas of literacy and numeracy as measured by divisional benchmarking assessments.

Literacy Assessments to inform our work:

- Fountas & Pinnell Benchmarking Grade 5-9, as appropriate,
- RCAT Assessment Grade 5-9,
- Words Their Way Assessment,
- HLAT Writing Assessment,
- Teacher created assessments,
- Provincial Achievement Tests.

Numeracy Assessments to inform our work:

- MIPI,
- Early Years Numeracy Interview,
- Middle Years Numeracy Interview,
- Mine the Gap Assessments,
- Teacher created assessments,
- Provincial Achievement Tests.

Safety, Care & Respect Data Sources:

- Annual Thought Exchange Survey,
- Alberta Education Assurance Surveys,
- Suspension Data,
- Informal data sources such as phone calls, conversations and emails.



Our Successes in Safety, Care and Respect

School staff have invested considerable time and effort into establishing a variety of structures and procedures to identify and support struggling students. The following are some of the key successes in the areas of Care, Respect and Safety at Woodhaven School and have contributed to attaining the goals set over the past 2 years:

- Development of a continuum of academic and socio-emotional support,
- Return of a school counsellor,
- Creation of a school based support team/collaborative support team,
- Emergence of student social development support groups,
- Ongoing professional development,
- Establishment of a normed based approach to supervision,
- Afterschool directed learning room/study hall.

The results of the implementation of these strategies have been a significant drop in office referrals and instances of exclusionary discipline (suspensions).

Areas for Growth and Strategies

Literacy & Numeracy Areas for Growth

- Decrease the percentage of students requiring pull-out style intervention in literacy and numeracy,
- Increase small group differentiated learning in literacy and numeracy within the classroom,
- Decrease the percentage of students not achieving at or above grade level in literacy and numeracy.

Strategies for Growth

- Teacher collaborative planning time embedded in the schedule,
- School wide benchmarking data collected in literacy and numeracy 2-3 times per year,
- Focus on classroom embedded small group instruction in literacy & numeracy,
- Continue with Literacy and Numeracy Leads within the school,
- Provide Professional development in RCAT, Word Study, Small Group Differentiation,
- Provide Professional development in understanding and implementing a comprehensive numeracy program,
- Ensure teachers have access to resources to support improving pedagogy to meet the learning needs of students.

Safety, Care & Respect Areas for Growth

- Decrease in the percentage of students feeling they are not safe, cared for or respected at school,
- Increase in the percentage of students who feel they belong at school and can be successful at school,
- Increase in the percentage of staff who feel they can contribute to ensuring a safe, caring and respectful learning environment,
- Improved results on Woodhaven Middle School's 'in house' Care, Safety, and, Respect survey of students, parents/guardians and staff. Despite improvements on other measures, the results from students remain static.



Strategies for Growth

- Implementation of Dr. Ross Greene's Collaborative & Proactive Solutions process for working with students struggling to meet expectations at school,
- Continue to embed a *Collaborative Response Framework* to effectively respond to student needs
- Continue to establish and embed our *Comprehensive School Health Plan*,
- Embed Indigenous wellness practices into our school community (smudging, land-based learning),
- Grow our partnership with *The Breakfast Club of Canada* to ensure healthy food choices are consistently provided,
- Maintain counseling supports within our school,
- Partner with School Council to support opportunities for parents to be involved in the school.

Evidence of Success of Literacy & Numeracy within a Safe and Caring Environment

Literacy & Numeracy

- Percentage of students achieving at or above grade level in literacy and numeracy will increase as measured by:
 - Fountas & Pinnell benchmark assessments
 - Words Their Way benchmark assessments
 - RCAT Assessment
 - HLAT Assessment
 - Early Numeracy Interview
 - In class product/performance/conversation assessments

Safe, Caring, Respect

- Increase in the percentage of students attending school more than 80% of the time,
- Increase in the percentage of students identifying that they believe they are successful at school,
- Increase in the percentage of students feeling that they are safe, cared for and respected at school,
- Decrease the percentage of students being suspended from school.

Time Lines

August - September

- Administer Baseline F & P Assessments to students identified by classroom teachers
- Administer MIPI School Wide
- Administer RCAT 6-9
- Analyze/collate 2021-2022 Exclusionary Discipline Suspension Data
- Review Spring 2022 Assurance Measures Report
- School Counsellor Initiates Classroom Support
- Bi-Weekly Directed Learning Room Begins
- Implement Collaborative & Proactive Solutions work when working with students struggling to meet expectations at school

October

- Convene Collaborative Support Team
- Administer Counseling Program Needs Assessment Stakeholder Surveys
- Student Social Development Support Groups Begin
- Development Plan Baseline Report
- Present Draft Development Plan to School Council

November

- Administer School Safety, Care, Respect Survey to Students

January-February

- Assurance Surveys Administered to grade seven students and parents/guardians
- Finalize and Implement Pyramid of Interventions Continuum of Supports in Literacy, Numeracy and Well-being

May

- Provincial Achieve Test Administered Gr. Six and Gr. Nine (Language Arts Part A Written Portion)
- Review Baseline, Development Plan, and Improvement Plans with School Council

June

- Provincial Achieve Test Administered Gr. Six and Gr. Nine (Multiple Choice Part B Language Arts, Mathematics, Science, Social Studies)
- Review 2021-2022 Exclusionary Discipline Data
- Review 2021-2022 Directed Learning Room Data

Professional Development Overview

School directed professional development will focus on Literacy, Numeracy and Well-being. It will be important that all professional development being considered for our school as a whole, support achieving our goals in these three areas. The focus will be on the following areas:

Safety, Care, Respect

- Continue Collaborative Response Training
- Collaborative & Proactive Solutions Training
 - School Discipline Fix Book Study
- Diversify student social development support groups options to meet student needs
- Continue to explore avenues for community referrals for student and family supports

Literacy

- Small Group Instruction
 - Led by PSD facilitators and division principal as well as WMS Literacy Lead
- Phonemic Awareness training
 - Led by PSD facilitators and division principal as well as WMS Literacy Lead
- Words Their Way PD
 - As needed for staff new to the program (ERLC)
- Classroom Observations to see good practices being implemented
- Literacy Intervention PD (IPA, Heggerty, Kilpatrick, LLI)

Numeracy

- Numeracy Lead Training in Numeracy Progression Assessment
- Staff training in Numeracy Progression Assessment administration
- Building Thinking Classrooms PD
- Mine the Gap PD
- PSD Literacy Facilitator led PD in numeracy