



**2024-2025 WOODHAVEN MIDDLE SCHOOL  
DEVELOPMENT PLAN**



Principal: Mrs. Nealle Dickson  
Assistant Principals: Mr. David Griffin & Mrs. Kayla Joy

**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*

<b>Domain:</b>	<b>Teaching and Leading</b>
<b>Outcomes:</b>	<b>Students and Staff Demonstrate Success &amp; Well-Being Students and Staff Build Community, Promote Equity, and Foster Diversity</b>
<p><b>School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.</b></p> <p><b>Woodhaven school staff is committed to understanding and supporting all learners, fostering an equitable and diverse community. We strive to affirm differences and provide opportunities for participation, growth and belonging.</b></p>	

**MESSAGE FROM THE PRINCIPAL**



Woodhaven Middle School, proud home to the Wolfpack, is excited to share that our school population is steadily growing, with over 125 new students joining us in the 2024/25 school year. We currently have approximately 650 students. We take immense pride in our expanding community and are dedicated to fostering a welcoming environment where all students, staff, and families feel valued and included.

At Woodhaven, we prioritize the well-being of our students and staff. We believe that a healthy school

environment supports not only academic success but also personal growth and development. By focusing on wellness initiatives and promoting diversity and inclusion, we aim to create a school culture where everyone can thrive.

Collaboration and teamwork continue to be the pillars of our school community. Together, we strive to achieve excellence and celebrate the unique talents and backgrounds that each individual brings. Our committed teachers and staff are prepared to provide a nurturing and supportive educational experience that prepares students for the challenges and opportunities that lie ahead, both in high school and beyond.

Central to our mission is our belief in the potential of every student. Through targeted instruction in literacy and numeracy, we identify areas of growth and provide targeted support to ensure that each student reaches their full potential. Our goal is to empower our students to become confident, resilient individuals who are equipped to succeed in a diverse and ever-changing world.

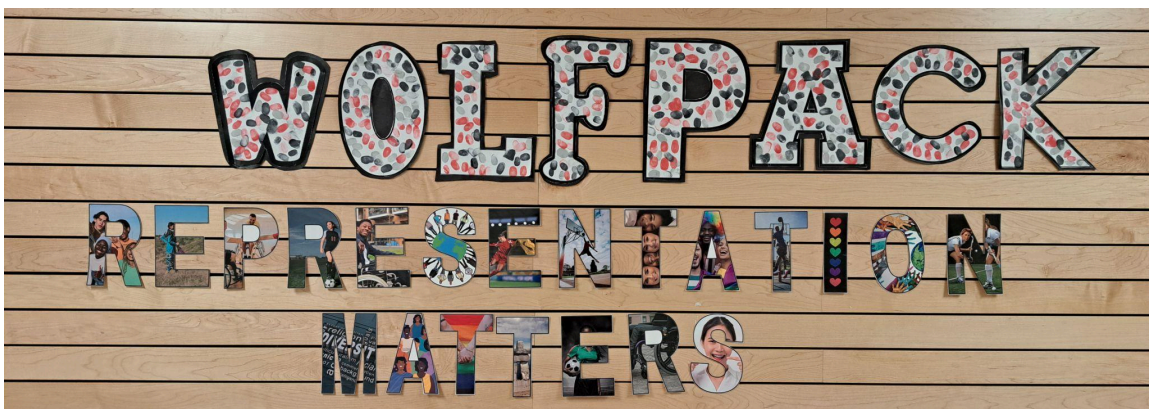
## Our Goals

- **Build teacher capacity to strengthen differentiated learning environments by considering product, process, content, and environment to meet all learning needs.**
- **Increase targeted data driven instruction in literacy and numeracy within the classroom.**
- **Increase the percentage of students achieving at or above grade level in literacy and numeracy.**
- **Broaden the scope of inclusive practices within Woodhaven to increase student voice and participation throughout the school.**

We believe that a positive school culture is essential for student success, and we are committed to creating a welcoming and inclusive atmosphere where everyone feels a sense of belonging. This applies to students and staff in all programs offered at Woodhaven including the Mainstream, Parkland Christian and STEPS programs.

To achieve our goals this year, our literacy, numeracy, fine arts, athletics, inclusion and Christian lead teacher lead the work in our school to ensure all students are able to find a place of belonging and success. We recognize the role of the school extends far beyond academics in ensuring student success and well-being. Our lead teachers provide professional development opportunities for staff, and work closely with our leadership team to implement effective teaching strategies that improve student outcomes in all areas.

Ensuring a sense of belonging and well-being for staff and students requires clear goals and expectations for both staff and students. The collaborative work of our staff to create a positive and respectful school



culture will continue into the 2024/25 school year. Our goal is that all students who attend our school are able to feel valued and respected in an environment that fosters academic and emotional growth.

In summary, our aim is to establish a safe and nurturing learning environment where both students and staff feel respected, supported, and valued. By emphasizing literacy and numeracy, offering professional development opportunities, and fostering a positive and inclusive school culture, we are committed to enhancing student learning and well-being. We believe that through collaboration, we can achieve our objective of preparing our students for success in high school and beyond.

## Key considerations

### Our School Context

We are a vibrant and diverse school located in a growing community. With a student population growing by approximately 100 students in grades 5-9 in the 2024/25 school year. The greatest increase will be seen in grade 7 as this will be the first year that we get to welcome students from our new feeder school, Parkland Village. Woodhaven Middle school offers both regular programming as well as the Parkland Christian Program, which is non-denominational and is open to students throughout the Parkland School Division on a first come, first serve basis. Woodhaven welcomes all students and strives to provide a safe and inclusive environment where everyone can thrive.

Our school is fortunate to have unique facilities to support student interests beyond academics, including specialized spaces for Fine Arts, Foods, and Industrial Arts, as well as a Library Learning Commons and two gymnasiums. We provide a wide array of extracurricular programs, featuring robust athletics, fine arts, and language offerings. Additionally, we will now have a full time dedicated counselor available to support students in various aspects of their lives. We actively encourage student



engagement within our school community through various clubs, such as the arts, athletics and GSA, offering numerous opportunities for students to explore and develop their interests.

Our school council and parent association are essential to fostering a sense of community and enhancing our students' learning experiences. The school council, composed of elected parent representatives, serves as a forum for discussing school policies, resources, and curriculum. By promoting open communication between school administrators and the community, the council ensures that the needs of all stakeholders are met. Similarly, the parent association provides a platform for parents to engage



in their children's education by organizing events, fundraising, and advocating for their needs. These groups not only facilitate collaboration between educators and families but also cultivate a sense of belonging and investment in the school's success, ultimately leading to improved student outcomes.

We take great pride in our exceptional staff and parent volunteers who are dedicated to student success and well-being. Our teachers are committed to delivering high-quality education and constantly seek to enhance their teaching methods. Our staff is passionate about



fostering a positive school culture and is devoted to maintaining a safe and nurturing environment where all students can thrive.

### **Considering our Staff and Students**

In any school context, both staff and students play important roles in supporting student success both at school and in the community.

The staff at Woodhaven are dedicated to delivering high-quality instruction in literacy and numeracy. Lead teachers in each subject area collaborate with colleagues to develop effective teaching strategies, offer professional development opportunities, and implement targeted interventions to support student learning. Additionally, our staff prioritize promoting student well-being, working closely with our counselor to provide a variety of support and resources to help students thrive.

Students play a vital role in achieving success in literacy, numeracy, and well-being. At our school, students are encouraged to take an active role in their education by seeking support when needed and participating in extracurricular activities to enrich their learning experiences. They are also urged to take responsibility for their well-being by seeking assistance from our counselor and benefiting from our Safe and Caring Learning environment, which fosters a sense of community and belonging.



### **Considering our Resources**

As resources are finite, it is essential that we strategically plan how to use resources to best support both staff and students to achieve success. At Woodhaven we have directed resources to ensure we have support for literacy, numeracy and inclusive education. To do this we have a dedicated Inclusive Education Lead and Instructional Lead to ensure teachers are supported with new curriculums and students are supported with targeted strategies when assessments indicate there is a need.

To help support wellness, we also work to ensure there are resources available to help develop a sense of belonging for our students and staff. We have a very dedicated team of teachers who plan and organize school wide events designed to promote “The Wolfpack”. These events establish connections between classes throughout the school and promote school pride, purpose and belonging to make our school one that both staff and students feel connected to. We will also be allocating resources to further embed indigenous ways of knowing into our school culture.

## **Measuring Success**

Measuring achievement is essential to guiding our work, and we use a variety of tools and assessments to do this. Our school community recognizes that these elements are essential and we utilize a comprehensive approach to assessment that considers each student's individual needs and provides targeted interventions to support their growth when needed.

It is important to note that when measuring literacy and numeracy, we must consider our school context, ensuring that our resources and assessments are tailored to meet the diverse needs of our student population. A population that includes Parkland School Division's Christian Program, two STEPS classrooms as well as our mainstream program.

Our ultimate goal is for 95% of our students to achieve an acceptable standard in literacy and numeracy. To achieve this, we are setting a yearly goal to reduce the number of students achieving below grade level by 10% per year. Through intervention and targeted teaching and support, we believe that we can

make significant progress towards this goal. We recognize that achieving this level of success requires a whole-school approach, and we are committed to working collaboratively with our staff, students, families, and community partners to make this vision a reality. We regularly monitor and adjust our approach based on data-driven feedback to ensure that we are making progress towards our goal and that all of our students have the support they need to succeed.

#### **Literacy Assessments to inform our work:**

- Words Their Way Inventory,
- Fountas & Pinnell Reading Benchmark Grade 5-6 (7-9 as needed),
- RCAT Assessment Grade 7-9,
- Fall & Spring Divisional Writing Assessments,
- Teacher created assessments,
- Provincial Achievement Tests.

#### **Numeracy Assessments to inform our work:**

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



When it comes to success with respect to community, equity and diversity, we will use feedback collected in our Alberta Education Assurance Measure Report (AEAM), the Student Orientation to School Questionnaire (SOS-Q) and the Staff Guarding Minds Survey to help determine steps forward. For the upcoming 2024/2025 school year, our work will dive deeper into understanding how to support our students who struggle with attending school, those students who struggle to find connection at school, as well as supporting our staff in continuing to embed Indigenous Ways of Knowing into our work.

## **Our Successes**

Our successes thus far continue to be a testament to the hard work and dedication of our staff, who have made student learning and well-being a top priority. By providing a range of academic and socio-emotional supports, we have a safe and caring learning environment that promotes student success. We understand that every student comes to us with unique needs and challenges, and our goal is to ensure that every student receives the support they need to thrive.

As we move forward on our journey to achieve a 95% acceptable standard in literacy and numeracy, we will continue to prioritize student well-being and success. We will build on the successes of the past year and work to identify and implement new strategies to support struggling students. By working collaboratively as a school community, we can ensure that all students feel valued, respected, and supported, and that they are able to achieve their full potential.

The following continue to support our successes thus far:

- Implementation of Dr. Ross Greene's Collaborative & Proactive Solutions,
- Establishment of School Based Support Team Meetings,
- Development of a continuum of Literacy, Numeracy and socio-emotional support,

- School Counselor,
- Student social development support groups,
- Ongoing professional development,
- Lunch Hour directed learning room/study hall,
- Literacy and Numeracy Lead Teachers,
- Clear achievement targets with assessment timelines in literacy and numeracy.

## Strategies & Plans

### Strategies for Growth

- Site based support for teachers on New Curriculum for Literacy and Numeracy
- 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 targeted instruction in literacy & numeracy
- Continue with Literacy and Numeracy Leads within the school
- Professional development in Numeracy Interview, Building Thinking Classrooms, Mine the Gap, Fall and Spring Divisional Writing Assessments, RCAT, Word Study, Targeted Differentiation
- Professional development in understanding and implementing a comprehensive literacy & numeracy program
- Ensure teachers have access to resources to support improving pedagogy to meet the learning needs of students
- Collaborate with Divisional Facilitators to create Numeracy and Literacy year long plans
- Collaborate with other schools in Spruce Grove to allow more targeted PD and cross school collaboration opportunities

## Evidence of Success

### 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
  - Fall & Spring Divisional Writing Assessments
  - Early Years Numeracy Interview
  - Middle Years Numeracy Interview
  - Elk Island Screen
  - In class product/performance/conversation assessments

### Community, Equity and Diversity

- AEAM Report results will improve in the following areas:
  - Active Citizenship
  - Safe and caring Learning Environments
  - Access to appropriate supports and services

# Literacy and Numeracy Development Plans

## Literacy Plan

**General outcome:**

- **Build teacher capacity to strengthen differentiated learning environments.**
- **Increase targeted data driven instruction in literacy within the classroom.**
- **Increase the percentage of students achieving at or above grade level in literacy.**

**Specific outcomes:**

<p><b>Specific outcome 1:</b> Build teacher capacity to strengthen differentiated learning environments by considering product, process, content, and environment, to meet all learning needs.</p>	
Strategies	Activities
<p>Embedded Collab Time with Instructional and Literacy Leads</p>	<p>Teachers and literacy leads analyze student data, discuss students who require additional support and plan targeted interventions.</p> <p>Successful strategies are shared.</p> <p>Long-term unit plans are adjusted regularly based on ongoing assessment data analysis.</p>
<p>Small Group Support and Differentiation</p>	<p>Teachers develop flexible groups based on up to date data (Fountas &amp; Pinnell, RCAT, Words Their Way, Writing Assessments).</p> <p>Teachers develop and deliver small group lessons that strategically target gaps in skills and understanding in reading and writing. Groups shift as skills are targeted and performance progresses.</p> <p>Teachers create lessons with multiple access points to ensure that tasks and texts assigned to students are at their instructional level, and choice is embedded.</p> <p>Literacy Leads support as needed.</p>
<p>Writing Scope &amp; Sequence</p>	<p>Grade 7 teachers join Grade 5 &amp; 6 teachers in the implementation of PSD Writing Scope &amp; Sequence in order to help students develop writing skills across all nine writing structures.</p>
<p><b>How will we know?</b></p> <ul style="list-style-type: none"> <li>- Teacher discussions during collaborative times will be focused on data analysis, strategies, and literacy goals.</li> <li>- Classrooms will be structured to allow for increased differentiated small group work.</li> <li>- Students will be increasingly engaged in classroom activities.</li> <li>- School wide data will show an increase in the percentage of students achieving at/above grade level.</li> </ul>	

**Specific outcome 2:** Increase data-driven, targeted instruction in literacy.

Strategies	Activities
Pull-out Literacy Intervention	<p>Literacy Leads and Classroom Teachers work together to identify student candidates for pull-out intervention in order to close gaps and bring students up to grade level.</p> <p>A waitlist of at-risk students, informed by literacy data analysis, is maintained and intervention groups run in 6-10 week cycles.</p>
Routine Review of Assessment Data	<p>Teachers administer identified division/school screens and update the CRM (Collaborative Response Model) Data Sheet to closely monitor students' progress in literacy.</p> <p>Teachers analyze data (common screens, PATs, in-class assessments) to identify areas of success, areas of growth, and next steps.</p>
Resources to Support Student Success	<p>Teachers use various resources to support differentiated, targeted instruction, such as:</p> <ul style="list-style-type: none"> <li>● Generative AI to adjust assessments and rubrics, level a text, generate high interest stories with specific decodable sounds.</li> <li>● High interest-low level decodable texts (Go Decode, Go Develop, Go Discover, Rise, Lift, Soar)</li> <li>● Thematic novel bins with an array of novel levels.</li> </ul>
<p><b>How will we know?</b></p> <ul style="list-style-type: none"> <li>- Students will be grouped according to literacy data collected and analyzed</li> <li>- Instruction will be tailored and resources strategically chosen to target students' learning gaps</li> <li>- Data will be updated in CRM</li> </ul>	

<b>Specific outcome 3:</b> Increase the percentage of students achieving at or above grade level in literacy	
Strategies	Activities
Clear focus on reading fluency and comprehension	<p>Teachers will engage students in reading activities that focus on fluency and comprehension strategies (close reading, summarizing, questioning the text)</p> <p>Teachers will model thinking strategies to help students determine how to approach reading (making predictions, connecting to prior knowledge, asking questions)</p>
Implement common writing rubrics and help students self-assess and self-reflect	<p>Teachers provide rubrics in advance to set clear expectations and help students plan and reflect effectively.</p> <p>Various grade level rubrics are used to assess students at the level at which they are working, and to help them set writing goals.</p>
Writing across curriculum	<p>Teachers in all subject areas (e.g., science, social studies) integrate writing tasks to improve students' writing fluency and cross-curricular literacy. These tasks may include:</p> <ul style="list-style-type: none"> <li>● summary writing</li> <li>● essay responses</li> <li>● written reflections</li> </ul>



Growth mindset in literacy	<p>Teachers explicitly teach students a growth mindset in literacy.</p> <p>Students regularly set and assess personal goals for reading and writing progress, identifying areas for improvement.</p>
<p><b>How will we know?</b></p> <ul style="list-style-type: none"> <li>- Teacher lessons will focus on reading strategies from gaps identified in literacy assessments.</li> <li>- Students will be able to articulate their areas for growth and what they are going to do to improve.</li> <li>- Students will be able to use common rubrics as guides and checklists for their writing, and for the self-assessment and goal-setting.</li> </ul>	

### Numeracy Plan

**General outcome:**

- **Build teacher capacity to strengthen differentiated learning environments,**
- **Increase targeted data driven instruction in numeracy within the classroom,**
- **Increase the percentage of students achieving at or above grade level in numeracy.**

**Specific outcomes:**

<p><b>Specific outcome 1: Build teacher capacity to strengthen differentiated learning environments by considering product, process, content, and environment, to meet all learning needs.</b></p>	
Strategies	Activities
<p>Embedded Collab Time with Instructional and Numeracy Leads</p>	<p>Analyze student data collectively, discuss students who need additional support and plan targeted interventions</p> <p>Share successful strategies</p> <p>Adjust long-term unit plans based on ongoing assessment data</p>
<p>Fact Fluency Work within the classroom</p>	<p>Teachers increase exposure by incorporating daily 5-10 minute fact fluency warm ups (interactive, oral drills, flashcards, group games)</p> <p>Teachers use Fluency Stations during small group rotations using activities that promote the practice of mastery</p>
<p>Small Group Support and Differentiation</p>	<p>Teachers will set up flexible groups based on ongoing data (Elk Island, In Class assessments, Building Fact Fluency Assessments) and deliver focused mini-lessons targeting the identified misconception or areas where students are below grade level</p> <p>Teachers will plan lessons with multiple access points (Marion Small). This may included:</p> <ul style="list-style-type: none"> <li>● Tiered assignments that allow students to work on the same concepts at different depths</li> <li>● Allow choice</li> <li>● Use the Vertical Whiteboards Approach so peers can see and learn from others' strengths and misconceptions.</li> </ul>

<b>Specific outcome 2: Increase Targeted Data-Driven Instruction in Numeracy</b>	
<b>Strategies</b>	<b>Activities</b>
Teachers will routinely review assessment data (Building Fact Fluency, Elk Island, PAT, Teacher Created Assessments) to create targeted groups or individual learning plans	<p>Whole school administration of Building Fact Fluency to begin targeted small group instruction in this area.</p> <p>Whole school (numeracy) will analyze the PAT data on the Nov 8th PD day and compare it to the year prior.</p> <p>Staff will identify common areas of success and continued areas for improvement.</p> <p>Staff will compare their areas for improvement to their own Elk Island results and develop instructional activities to support growth in those areas for the current school year.</p>
Teachers will use technology to assist in student learning where appropriate	<p>Use Mathletics to help provide more personalized learning paths for those students who need it.</p> <p>Teachers will use data from technology platforms to determine students who need more targeted, in class interventions.</p>
<b>Specific outcome 3: Increase percentage of students achieving at or above grade level in Numeracy</b>	
<b>Strategies</b>	<b>Activities could include:</b>
Teachers could explicitly teach and reinforce growth mindset principles in numeracy, helping students to see their mistakes as part of the learning process.	<p>Students regularly assess and set personal goals for numeracy progress, reflecting on work and identifying areas for improvement.</p> <p>Displaying strategies/student thinking eg. Vertical White Boards when solving problems collaboratively.</p>
Teachers could implement goal setting activities where students track their own numeracy data and set personalized learning targets	Regular reflection activities such as exit slips or journaling.
<p><b>Success metrics:</b></p> <ul style="list-style-type: none"> <li>• Completion of assessments prior to September 27, 2024 PD day</li> <li>• Staff receive training on how to analyze their Elk Island data and feel confident in completing their analysis</li> <li>• Complete Elk Island analysis using the planning template and develop an actionable plan</li> <li>• Moving students from individualized to targeted to universal.</li> <li>• Administer the Elk Island assessment in September and June. Analyze results to see growth.</li> <li>• Administer fact fluency 3-4 times throughout the year. Teachers are expected to work on strategies between these assessments using All The Facts.</li> <li>• Support teachers in building capacity with numeracy strategies, including basic facts and manipulatives.</li> </ul>	
<p><b>Ongoing PD:</b></p> <ul style="list-style-type: none"> <li>• Building Thinking Classrooms and fostering student engagement in numeracy through problem solving and critical thinking tasks</li> <li>• Using concrete to symbolic teaching strategies to ensure conceptual understanding</li> <li>• Analyzing students data for instructional planning and making data informed decisions to adjust teaching</li> <li>• Fact Fluency</li> </ul>	

## Time Lines

### **August - September**

- Administer Baseline F & P Assessments to grade 5/6 students
- Administer Elk Island Screen School Wide
- Administer RCAT 7-9
- Review Spring 2024 Assurance Measures Report
- Directed Learning Room Open Daily
- Review and Share out Continuum of Supports for Literacy/Numeracy/Social Emotional to staff
- School Counselor presents to all classes on Social Emotional Well-Being and Language

### **October**

- Administer Divisional Writing Assessments, WTW Assessments, F&P Assessment. RCAT
- Convene SBST Team (Instructional Lead, IEL, APs, Counselor, Principal)
- Student Social Development Support Groups Begin
- Development Plan Baseline Report completed
- Administer SOS-Q to grade 5 and 7 Students
- PGP Meetings

### **November**

- Present Baseline Report to School Council

### **January-February**

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

### **March**

- Administer Divisional Writing Assessments
- Staff Complete Guarding Minds Survey

### **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)