



**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>
<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>	

**MESSAGE FROM THE PRINCIPAL**



Woodhaven Middle School, proudly home to the Wolfpack, is excited to share that our school population is steadily growing, with over 100 new students joining us in the upcoming 2024/25 school year. 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 Goal

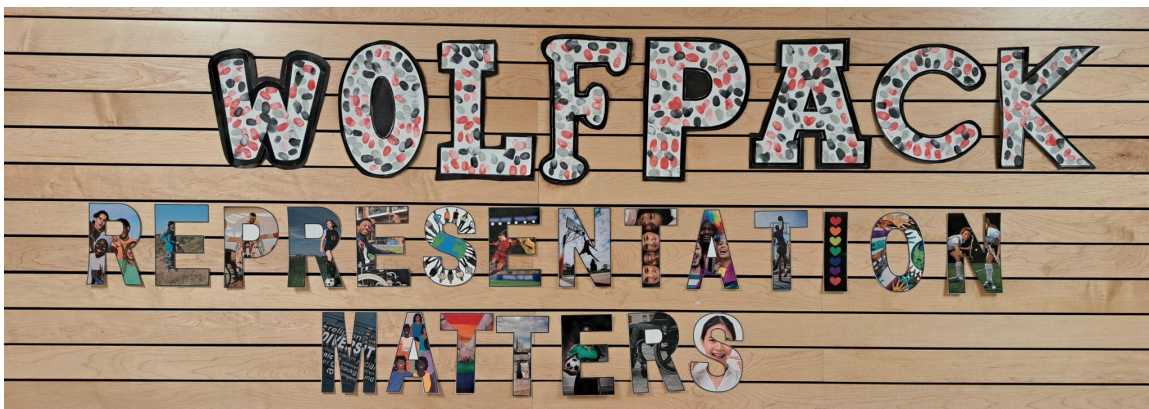
- **Decrease the percentage of students requiring pull-out style intervention in literacy and numeracy,**
- **Increase targeted data driven instruction in literacy and numeracy within the classroom,**
- **Increase the percentage of students achieving at or above grade level in literacy and numeracy.**

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 next year, we will have many lead teachers in the areas of literacy, numeracy, fine arts, athletics and inclusion. These individuals 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



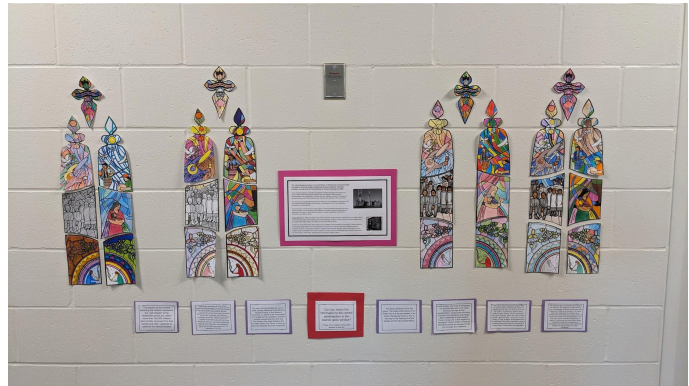
enhancing student learning and well-being. We believe that through collaboration, we can achieve our objective of preparing our students for success in high school and beyond.

## Key considerations

### Our School Context

We are a vibrant and diverse community 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 so lucky 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's 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

- Teacher collaborative planning time embedded in the schedule targeted around Literacy or Numeracy,
- School wide benchmarking data collected in literacy and numeracy 2-3 times per year,
- Focus on classroom embedded targeted instruction in literacy & numeracy,
- Dedicated Instructional Lead within the school,
- Provide Professional development in Numeracy Interview, Building Thinking Classrooms, Mine the Gap, Divisional Writing Assessments, Interrater Reliability, RCAT, Word Study, Small Group Differentiation,
- Provide Professional development in understanding and implementing comprehensive literacy & numeracy programming,
- Ensure teachers have access to resources to support improving pedagogy to meet the learning needs of students.
- Collaboration with Divisional Facilitators to create year long Numeracy Plan
- 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
  - MIPI or Elk Island Screen
  - Inclass 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

## Time Lines

**August - September**

- Administer Baseline F & P Assessments to grade 5/6 students
- Administer MIPI/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)

## Professional Development

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:

- Literacy PD Plan (To Be Attached, August, 2024)
- Numeracy PD Plan (To Be Attached, August, 2024)
- Community, Equity and Diversity PD Plan (To Be Attached, August, 2024)