



Woodhaven Middle School 2023/2024 Results Report



Principal: Nealle Dickson
Assistant Principals: David Griffin & 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*



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Message From the Principal:

At Woodhaven Middle School, we are proud of the growth and achievements our students have made throughout the 2023/2024 school year. This past year has been one of continued development, with our staff working diligently to provide a nurturing, challenging, and supportive environment where students can thrive both academically and personally. As we reflect on the year, our focus remains on enhancing learning outcomes, fostering well-being, and preparing our students for success beyond middle school. This report highlights the data, successes, and areas for improvement that will shape our strategic planning moving forward.

One of our key priorities this year was improving literacy and numeracy outcomes across all grades. Through targeted interventions, teacher collaboration, and data-driven instruction, we've made significant strides in both areas. In literacy, we continued to see positive growth in students' reading and writing skills, particularly through the use of guided reading, Fountas & Pinnell assessments, and our Divisional Writing Assessments. Similarly, in numeracy, our approach to using the Elk Island Numeracy Screen and resources like "Mine the Gap" and "Building Thinking Classrooms" has led to deeper student engagement and understanding. Although we still have work to do to bring more students to grade-level proficiency, our data shows improvement.

Student well-being has been another central focus at Woodhaven. This year, we have strengthened our efforts in promoting a safe, inclusive, and positive school environment. Through various school-wide initiatives, including social-emotional learning programs and mental health supports, we've ensured that students have the tools they need to navigate the challenges of adolescence. Our ongoing partnerships with families and community agencies have also been instrumental in providing wraparound services to meet the diverse needs of our students.

Looking ahead to the 2024/2025 school year, we will continue to build on this year's progress, with a renewed commitment to equity, academic excellence, and student well-being. We are confident that, through collaboration with staff, students, families, and the wider community, we can continue to support every student in reaching their fullest potential. Thank you for your ongoing trust and partnership as we work together to make Woodhaven Middle School a place where every student can succeed.

Our Context:

Woodhaven Middle School is a grade 5 to 9 school with approximately 535 students in the 2023/2024 school year located within The Parkland School Division in Spruce Grove, AB. The vast majority of our students reside within the city of Spruce Grove, however we are also very proud to offer the Parkland Christian Program as a program of choice to students throughout the Parkland School Division. As well, we are also home to two of PSDs STEPS classrooms focused on supporting students in grade 5-9 who need targeted social/emotional support in a small group setting.



We have a very small but dedicated group of parents who support our Breakfast Program and our fundraising efforts throughout the school year. We feed approximately 150 students breakfast every morning, and about 40 students lunch or lunch top ups each day.

School Council Summary:

At Woodhaven Middle School we are blessed to have a very active and involved School Council and Parent Society. This group of dedicated volunteers has worked tirelessly to ensure our students have what they need to learn. Our school council feedback is an extremely important component of our Development Plan Process. Our 2023/2024 Development Plan was presented to the School Council in October, 2023. They provided feedback, asked questions and offered suggestions for how they might support the teaching and learning at Woodhaven. This past year, on average 5-10 dedicated parents met each month from September, 2023 through to May, 2024. Our School Council works very closely with Woodhaven Fundraising Society to help meet the basic needs of the students attending Woodhaven including supporting our school's breakfast and lunch programs.

Development Plan Summary:



Woodhaven Middle School's 2023/2024 development plan focused on three core areas: improving student achievement in literacy and numeracy, enhancing student well-being, and fostering a collaborative, data-driven culture among staff. In literacy and numeracy, we worked to increase the percentage of students achieving at or above grade level through targeted in-class interventions, data-driven instruction, and reducing reliance on pullout programs. To support this, we strengthened teacher collaboration through weekly planning sessions and utilized assessments such as the Elk Island Numeracy Screen, Fountas & Pinnell, and RCAT to guide instruction. Our literacy and numeracy leads provided ongoing

support and mentorship, ensuring that teachers had the resources and strategies necessary to improve student outcomes.

In addition to academic goals, the development plan emphasized the importance of student well-being and fostering a positive school climate. This included a focused effort on social-emotional learning, mental health supports, and creating an inclusive environment where all students felt valued and supported. By integrating well-being into our daily school culture, we aimed to equip students with the skills and resilience they needed to thrive both academically and personally. The development plan served as a dynamic framework, guiding our efforts in building a holistic, supportive environment where all students could succeed.

Data Sources:

- 2024 Alberta Education Assurance Measure Results Report (AEAM)
- 2024 Grade 6 Provincial Achievement Results (PAT)
- 2024 Grade 9 Provincial Achievement Results (PAT)
- 2023/2024 Elk Island Numeracy Screen - Grade 5 and 6
- 2023/2024 MIPI Numeracy Screen - Grade 7-9
- 2023/2024 Reading Comprehension Assessment Tool (RCAT) - Grade 7-9
- 2023/2024 Fountas & Pinnell Reading Assessment (F&P) - Grade 5 and 6
- 2023/2024 Words their Way Spelling Assessment (WTW) - Grade 5-9

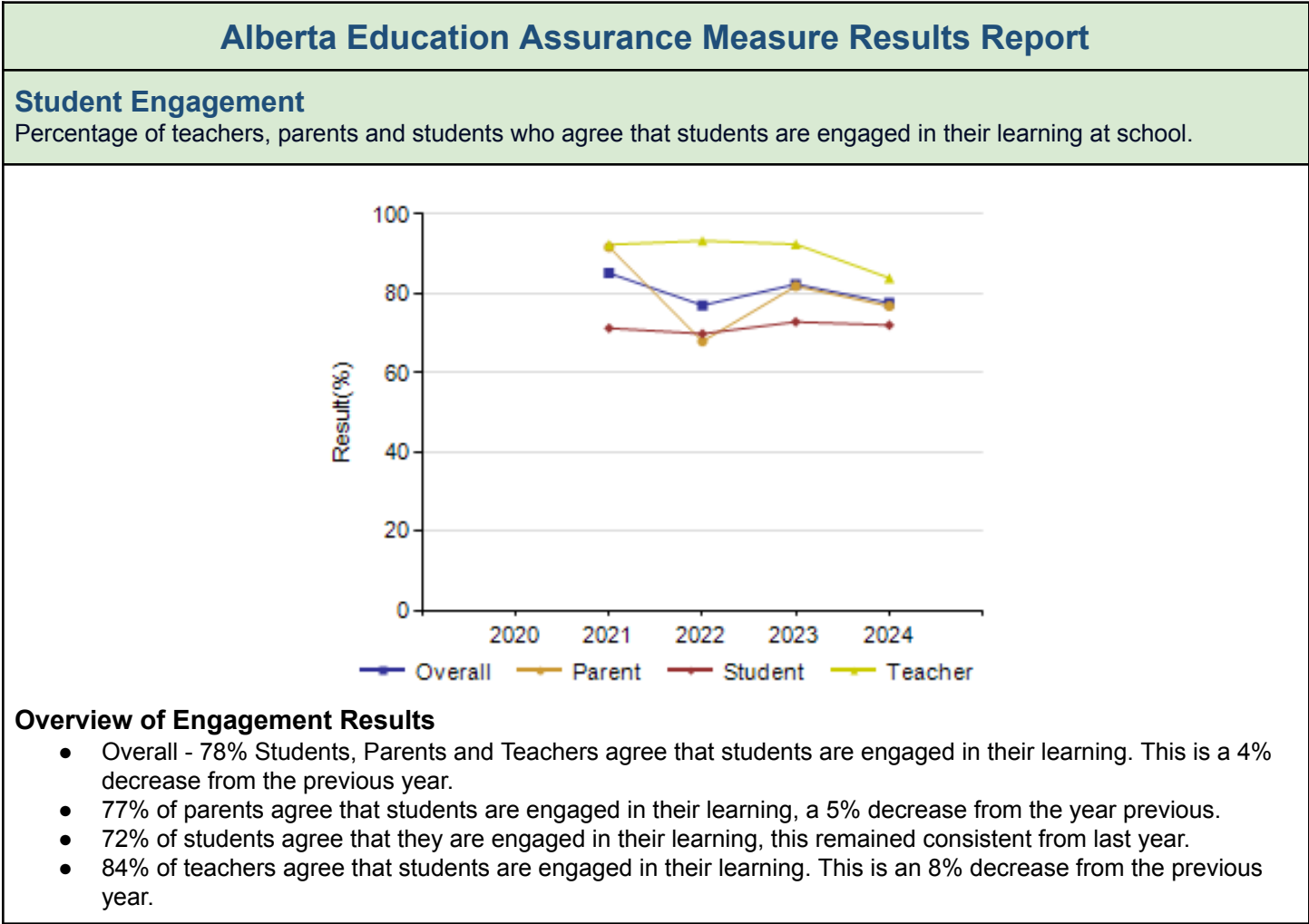
Factors to Consider When Interpreting Results:

Assessment Tools and Methods

- Variety of Assessments - The results are drawn from various tools. Each of the assessments measures different literacy and numeracy skills, so it is important to consider the specific competencies each assessment evaluates.
- Each assessment tool provided unique insights, which could explain why some students perform well in one area but struggle in another.
- Some assessments for both literacy and numeracy have changed in some grade levels and therefore comparable data was not available for some assessments.

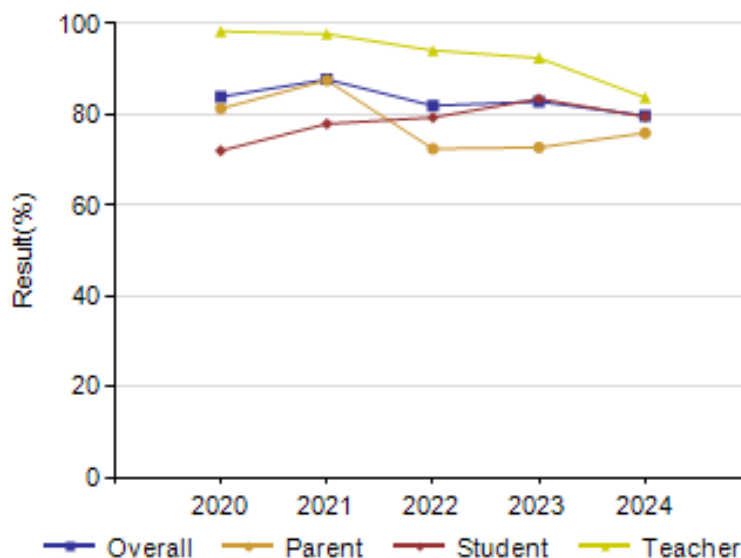
Engagement

- Varying levels of engagement among students, teachers, and parents may impact academic performance. Factors such as workload or instructional challenges for teachers could affect overall learning outcomes.



Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

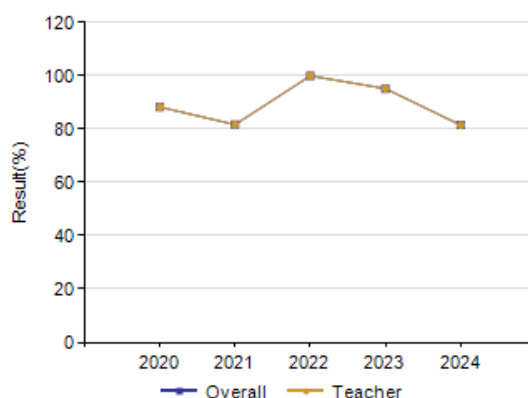


Overview of Education Quality Results

- Overall - 80% Students, Parents and Teachers are satisfied with the quality of basic education. This is a 3% decrease from the previous year.
- 76% of parents are satisfied with the quality of basic education, a 3% increase from the year previous.
- 80% of students are satisfied with the quality of basic education, a 3% decrease from the previous year..
- 84% of teachers are satisfied with the quality of basic education. This is an 8% decrease from the previous year.

Professional Learning

Percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

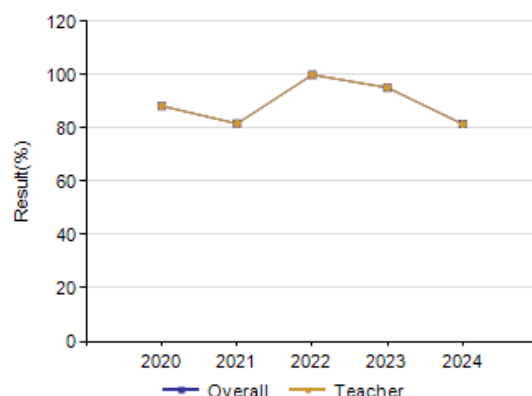


Overview of Professional Learning Results

- 81.5% of teachers feel professional learning has been focused, systematic and contributed to their ongoing professional growth. This is a 13% decrease from the year previous.

Welcoming, Caring, Respectful and Safe Learning Environments

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

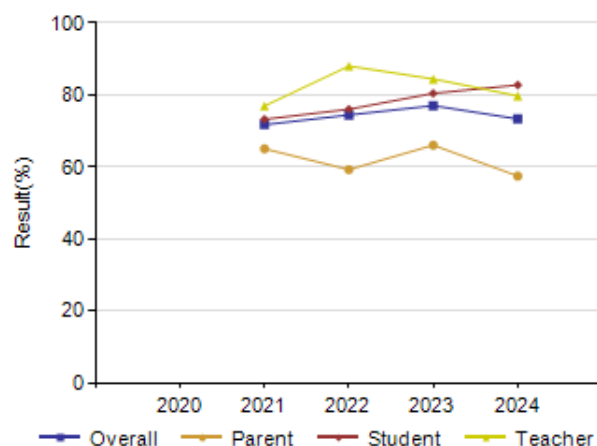


Overview of Welcoming, Caring, Respectful and Safe Learning Environments Results

- Overall - 75% of students, parents and teachers agree that their learning environments are welcoming, caring, respectful and safe. This is a 4% decrease from the previous year.
- 73% of parents agree that their learning environments are welcoming, caring, respectful and safe, a 2% decrease from the year previous.
- 75% of students agree that their learning environments are welcoming, caring, respectful and safe, a 2% increase from the previous year..
- 78% of teachers agree that their learning environments are welcoming, caring, respectful and safe. This is a 12% decrease from the previous year.

Access to Supports and Services

Percentage of teachers, parents and students who agree that students have access to appropriate supports and services at school.



Overview of Access to Supports and Services Results

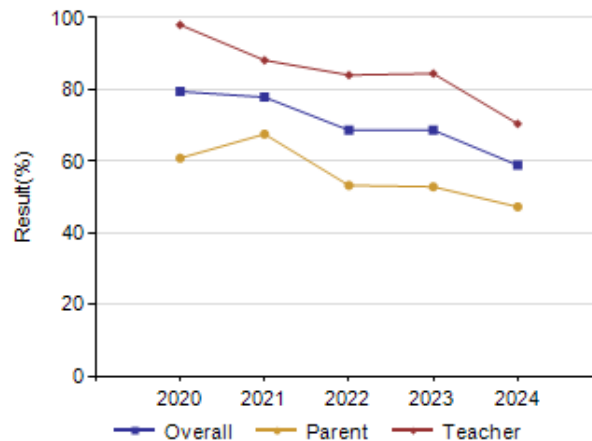
- Overall - 73% of students, parents and teachers agree that students have access to the appropriate support and services at school. This is a 4% decrease from the previous year.
- 57% of parents agree that students have access to the appropriate support and services at school, a 9% decrease from the year previous.
- 83% of students agree that students have access to the appropriate support and services at school, a 3%

increase from the previous year..

- 80% of teachers agree that students have access to the appropriate support and services at school. This is a 4% decrease from the previous year.

Parental Involvement

Percentage of teachers, parents and students satisfied with parental involvement in decision out their child's education



Overview of Parental Involvement Results

- Overall - 59% of parents and teachers are satisfied with parental involvement in decisions about their child's education. This is a 10% decrease from the previous year.
- 47% of parents are satisfied with parental involvement in decisions about their child's education, a 5% decrease from the year previous.
- 70% of teachers are satisfied with parental involvement in decisions about their child's education. This is a 14% decrease from the previous year.

Interpretation of our AEAM Results:

Student Engagement

- The drop in overall engagement, particularly among parents and teachers, indicates a need to explore why they perceive a decline in student engagement. The consistent student responses suggest that engagement levels, from the students' perspective, may be steady, but other factors influencing adults' views (e.g., instructional practices, communication) may need addressing.
- Student attendance also impacted student engagement

Education Quality

- Although parents reported improved satisfaction, both students and teachers showed declines. The significant drop in teacher satisfaction (8%) mirrors their concerns about student engagement. This could signal issues related to resources, instructional methods, or workload that are impacting both teacher satisfaction and their perceptions of education quality.
- Classrooms are increasingly more complex. This complexity undoubtedly impacts the quality of education that can be provided without adequate resources/funding.

Professional Learning

- A sharp drop in satisfaction with professional learning suggests a need for re-evaluating how well current professional development aligns with teachers' needs. This may indicate a gap between what is offered and what teachers feel will effectively support them in enhancing student learning and engagement.
- New curriculum implementation would also have had an impact on professional learning.

Welcoming, Caring, Respectful, and Safe Learning Environments

- The overall slight decrease in agreement about the learning environment is concerning, particularly the 12% drop among teachers. While student perception improved slightly, teachers' declining agreement could reflect their

concerns about school culture or support. This suggests a disconnect between how students and teachers experience the school environment.

Access to Supports and Services

- While students report greater satisfaction with access to support, parents are increasingly concerned, as indicated by the 9% drop. Teachers also reported less satisfaction. This points to potential gaps in communication or service delivery, particularly in how parents perceive the school's ability to provide adequate support for their children.

Parental Involvement

- The sharp decline in both overall satisfaction and teacher satisfaction with parental involvement is a red flag. This suggests a growing disconnect between parents and the school in terms of decision-making. Strengthening communication, encouraging parent participation, and fostering a collaborative approach could help address this issue.

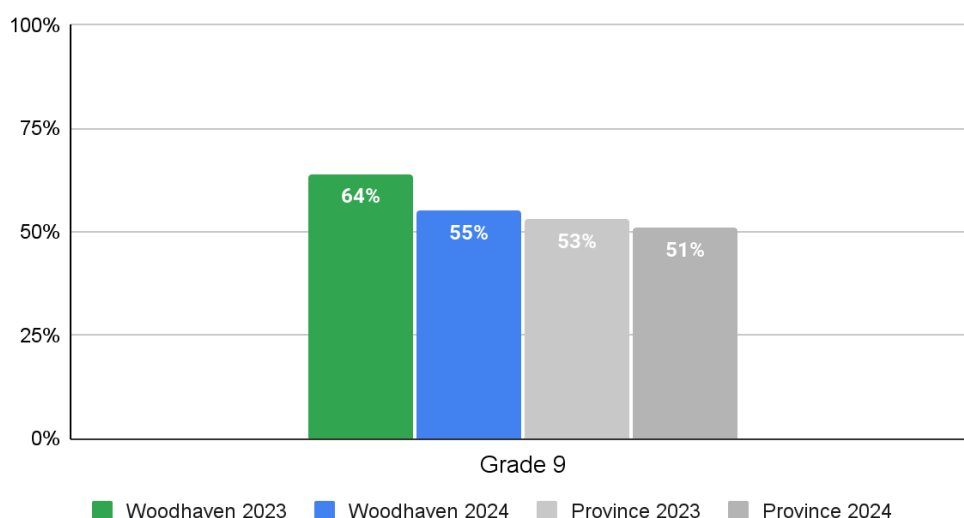
While there are some areas of improvement, such as student engagement remaining stable and increased access to support from the students' perspective, the overall trend indicates challenges, particularly in teacher satisfaction and parental involvement. The decline in perceptions of education quality, professional learning, and the school environment among teachers suggests that focused action is needed to support teachers, improve school culture, and strengthen the home-school connection.

Numeracy Data

Mathematics Provincial Achievement Test (PAT) Data

Summative provincial assessment used to measure skills and knowledge learned at a grade level.

Math PAT - % of Students at Acceptable Standard or Above



Overview of Mathematics PAT Results

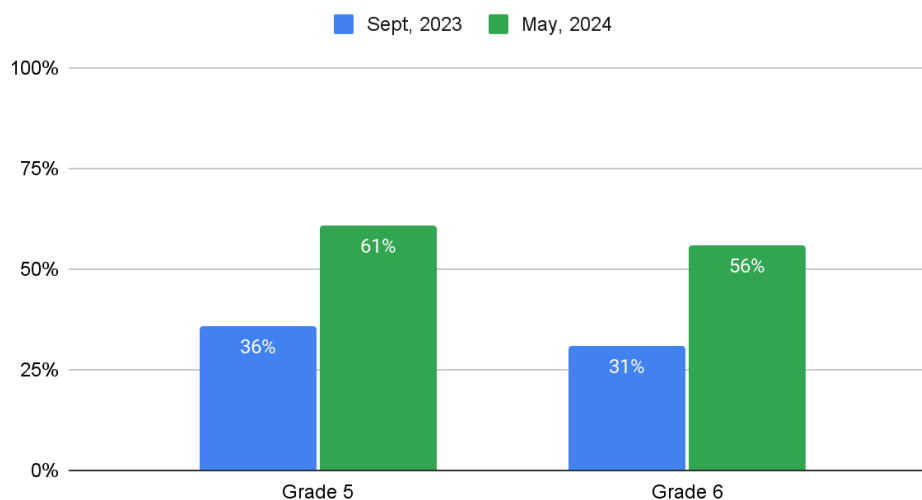
Grade 9:

- Woodhaven 2023:** In 2023, **64%** of Grade 9 students at Woodhaven met or exceeded the acceptable standard in math.
- Woodhaven 2024:** In 2024, this percentage declined to **55%**, showing a **9% decrease** in the number of students achieving the acceptable standard.
- Province 2023:** Provincially, **53%** of Grade 9 students achieved the acceptable standard in math in 2023.
- Province 2024:** In 2024, this percentage also decreased to **51%**, reflecting a **2% decline** at the provincial level.

Elk Island Numeracy Screen Data

Pre-assessment screening tool used to evaluate a student's understanding of concepts taught at the previous grade level in math.

Elk Island - Test Score Averages



Overview of Elk Island Numeracy Screen Results

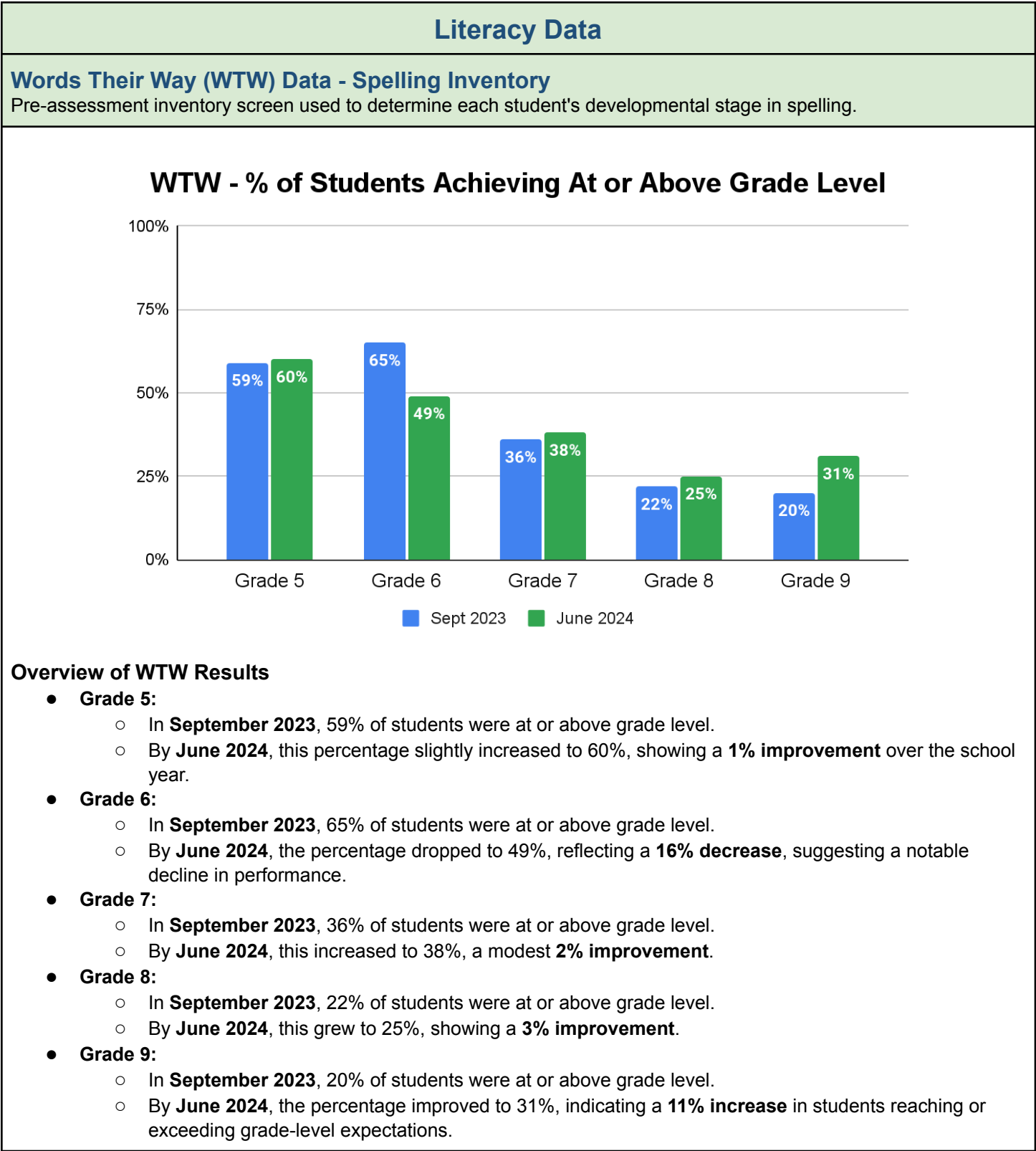
- **Grade 5:**
 - In **September 2023**, the average test score was **36%**.
 - By **May 2024**, this average significantly increased to **61%**, indicating a remarkable **25% improvement** over the school year. This growth suggests that instructional strategies, interventions, and supports put in place were effective in enhancing students' understanding and mastery of the material.
- **Grade 6:**
 - In **September 2023**, the average test score was **31%**.
 - By **May 2024**, the average rose to **56%**, showing an increase of **25%** as well. Similar to Grade 5, this improvement indicates that the initiatives implemented during the year positively impacted student learning.

Interpretation of our Numeracy Results

- **Elk Island Numeracy Screen** - Both Grade 5 and Grade 6 experienced substantial growth in average test scores, with each grade showing an increase of 25% from September to May. This significant improvement suggests that the school's focus on targeted interventions and data-driven instruction was effective in elevating student performance. However, it's important to analyze the underlying causes of this growth further.
- **PATs**- While both Woodhaven and the province experienced declines in math performance from 2023 to 2024, Woodhaven's results remained significantly above the provincial average in both years. However, the drop in Woodhaven's performance, particularly a 9% decline, raises concerns about the effectiveness of current math instruction and intervention strategies. Addressing this downward trend may require a thorough analysis of instructional practices, student engagement, and support systems to understand and rectify the underlying causes.

Our numeracy results indicate both areas of progress and significant opportunities for growth. Although there have been some improvements in certain grade levels, our overall performance on assessments reveal that many students are still struggling to meet grade-level expectations. With a high percentage of students in grades 5-9 scoring below 70%, there is a definite need to intensify effort to improve foundational numeracy skills. Our current focus on data-driven instruction, targeted interventions, and collaborative planning has provided a solid foundation, but it is evident that further refinement

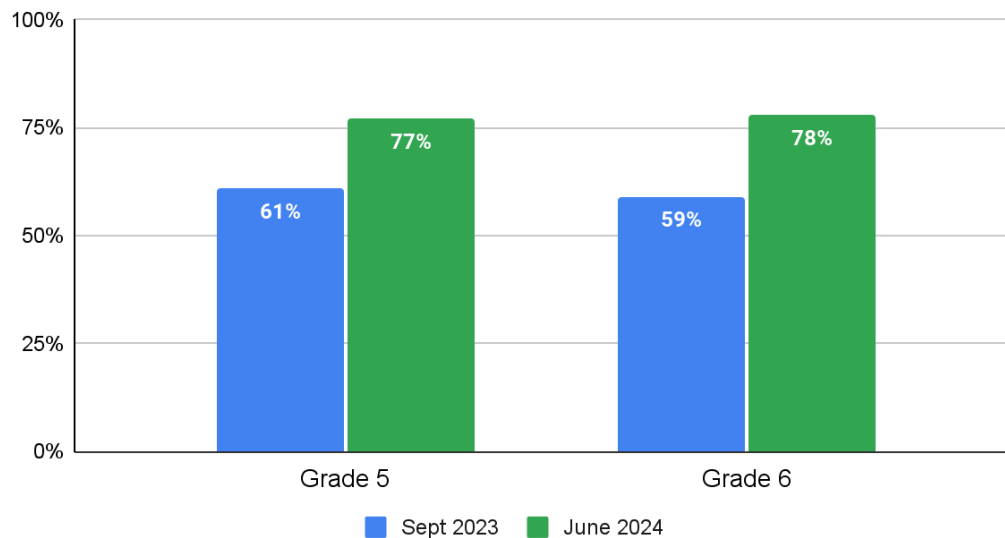
of instructional strategies and resources is required to close achievement gaps.



Fountas & Pinnell (F&P) Data - Reading Gr. 5 & 6

A global screener used to identify students' reading level.

F&P - % of Students Achieving At or Above Grade Level



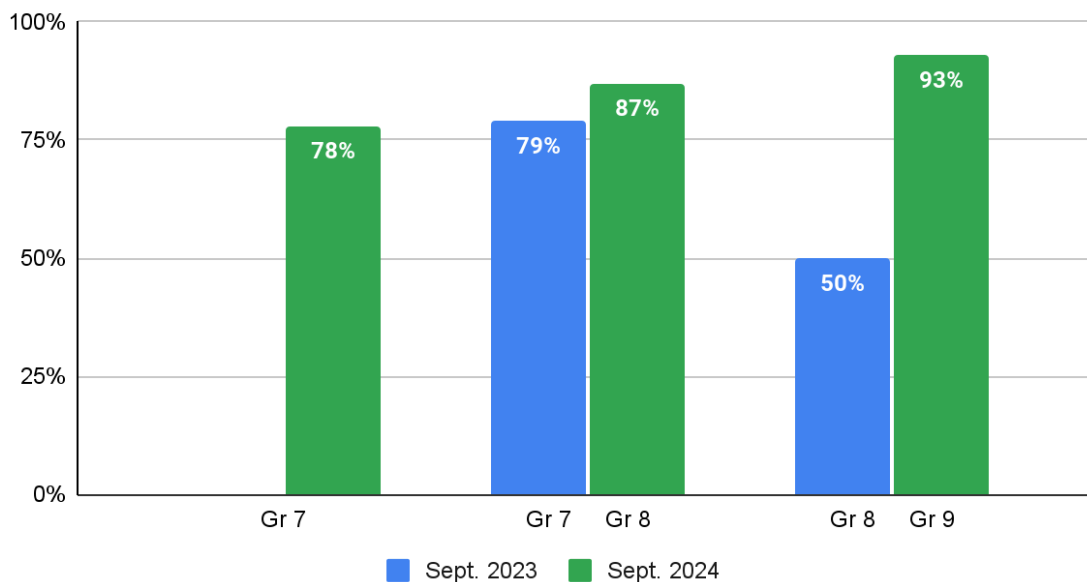
Overview of F&P Results

- **Grade 5:**
 - In **September 2023**, 61% of Grade 5 students were reading at or above grade level.
 - By **June 2024**, this percentage increased to 77%, indicating a **16% improvement** in reading levels over the course of the school year.
- **Grade 6:**
 - In **September 2023**, 59% of Grade 6 students were reading at or above grade level.
 - By **June 2024**, this percentage rose to 78%, reflecting a **19% improvement** during the year.

Reading Comprehension Assessment Tool (RCAT) Data - Reading, Gr. 5-9

Tool used to assess students' reading comprehension abilities.

RCAT - % of Students Achieving At or Above Grade Level



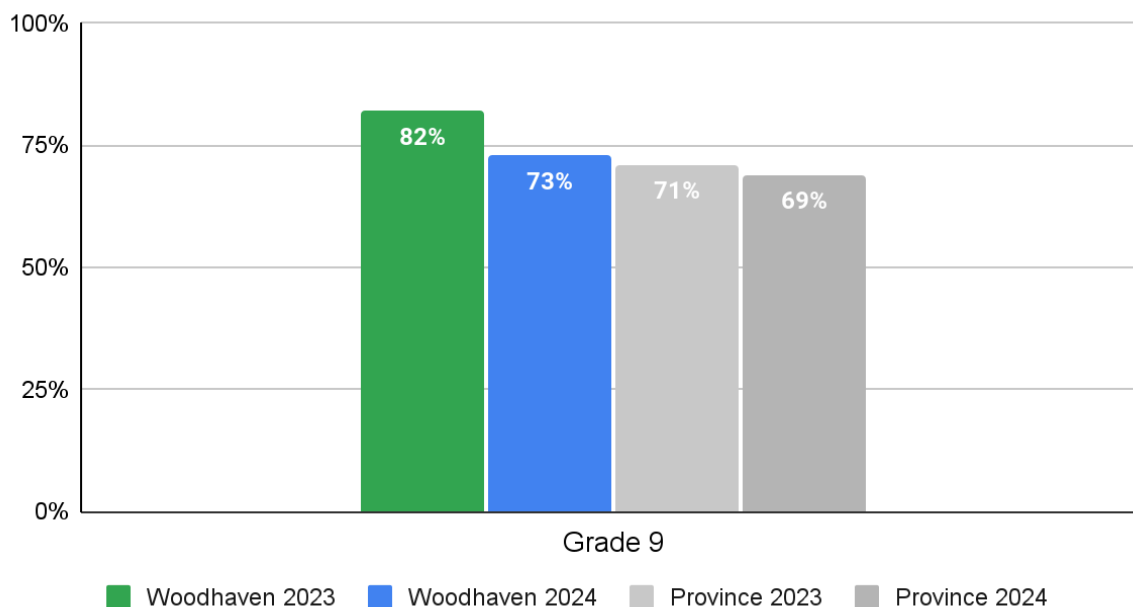
Overview of RCAT Results

- **Grade 7 in Sept. 2023:** 78% of students were performing at or above grade level at the start of Grade 7 in September 2023.
- **Grade 7 in Sept. 2024 (now Grade 8):** By September 2024, 87% of these same students (now in Grade 8) are performing at or above grade level. This indicates a **9% improvement** over the course of the year.
- **Grade 8 in Sept. 2023:** 50% of students were performing at or above grade level at the start of Grade 8 in September 2023.
- **Grade 8 in Sept. 2024 (now Grade 9):** By September 2024, 93% of these same students (now in Grade 9) are performing at or above grade level. This shows a **43% improvement** over the year, reflecting significant growth in this cohort.

English Language Arts Provincial Achievement Test (PAT) Data

Summative provincial assessment used to measure skills and knowledge learned at a grade level.

ELA PAT - % of Students at Acceptable Standard or Above



Overview of PAT Literacy Results

- **Woodhaven 2023:** 82% of Woodhaven Grade 9 students met or exceeded the acceptable standard in ELA.
- **Woodhaven 2024:** the percentage dropped to 73%, showing a **9% decrease** in the number of students meeting the acceptable standard.
- **Province 2023:** 71% of Grade 9 students achieved the acceptable standard in ELA in 2023.
- **Province 2024:** this percentage decreased slightly to 69%, reflecting a **2% decline** at the provincial level.

Interpretation of our Literacy Results

- **WTW** - While there are modest improvements in Grades 7, 8, and 9, Grade 6 saw a significant decline from 65% to 49%, signaling a concern that needs to be addressed. Grade 5 made almost no progress, indicating stagnation. The positive growth in Grades 7-9 suggests that targeted intervention for older students may be working, but more focused and differentiated instruction is needed across the board, particularly in the lower grades, to support students' mastery of foundational word study skills.
- **F&P** - Both Grade 5 and Grade 6 showed significant growth in reading proficiency over the 2023/2024 school year. The data highlights that targeted interventions, instructional strategies, and support systems implemented at Woodhaven Middle School have contributed to marked improvements in reading performance, with Grade 5 improving by 16% and Grade 6 by 19%. These gains suggest that the school's literacy initiatives are having a positive impact on student achievement.
- **RCAT**- The data shows strong growth across both cohorts. The students moving from Grade 7 to Grade 8 increased their performance by 9%, and the students moving from Grade 8 to Grade 9 saw a much larger improvement, with a 43% increase in the percentage of students achieving at or above grade level. These gains suggest that interventions, instruction, and support strategies implemented over the year have been effective in improving student outcomes.
- **PATs**- While the provincial performance in ELA declined by 2% from 2023 to 2024, Woodhaven experienced a more significant decline of 9%. Despite this drop, Woodhaven's 2024 results (73%) still remain above the provincial average (69%). However, the drop indicates a potential area of concern for the school, and it may be

important to investigate the factors contributing to this decline in ELA performance.

Our literacy results highlight both encouraging progress and areas that require continued focus. We have seen improvements in some key areas, such as the increase in F&P scores in grades 5 and 6, there are still many students reading below grade level and many students who did not progress in WTW. The data suggests that while targeted interventions and literacy supports have made a positive impact, particularly in early and middle years, more consistent gains are needed across all grade levels to ensure students are achieving at or above grade level in literacy.

Our Learning & Next Steps:

Throughout the 2023/2024 school year, Woodhaven Middle School focused on strengthening student achievement in both literacy and numeracy, while also placing a significant emphasis on creating a supportive and inclusive learning environment. Our data-driven approach, combined with targeted interventions, helped many students, particularly those working below grade level, make noticeable progress. We utilized key assessment tools such as the Elk Island Numeracy Screen, Fountas & Pinnell, and RCAT to closely monitor student progress and tailor instruction to meet individual needs. While these efforts have yielded improvements, particularly in numeracy, we recognize that certain areas require further attention, especially in literacy.

One key learning from this past year has been the importance of student engagement. Although student perceptions of engagement remained steady, there was a decline in teacher (8%) and parent (5%) engagement, signaling a need to strengthen communication and collaborative efforts between home and school. To address this, we will enhance our focus on engaging families through regular updates, workshops, and opportunities for parental involvement in decision-making about their child's education. In addition, we will also create a student voice team that will include three students from each grade who meet with administration three times per year to engage in conversations about school improvement from a student perspective. Strengthening the home-school connection is critical in maintaining high levels of engagement across all stakeholders.

Our data also revealed a decline in education quality satisfaction among students and teachers, with teachers reporting an 8% drop. This may reflect challenges related to instructional practices, resources, or workload. Additionally, teacher satisfaction with professional learning decreased by 13%, suggesting that our professional development offerings need to better align with their needs. Moving forward, we will reassess our professional development strategy, ensuring it is focused, systematic, and directly supports teachers in enhancing student learning and engagement. We will also create opportunities for teachers to collaborate more effectively, leveraging their expertise and building a stronger professional learning community.

The overall perception of welcoming, caring, respectful, and safe learning environments showed a slight decrease (4%), with a notable 12% drop among teachers. This data indicates the need to prioritize school culture and teacher well-being. While students' perception of their learning environment improved, the disconnect between student and teacher perspectives requires attention. We will focus on reinforcing our school's core values and fostering an environment where both students and staff feel valued, respected, and supported. Additionally, perceptions regarding access to supports and services varied, with students reporting a 3% increase in satisfaction, while parents expressed more concern with a 9% decrease. Strengthening communication about the services available and ensuring they meet both student and family needs will be essential as we move forward.

In summary, as we look to the 2024/2025 school year, we will continue refining our use of data to drive instruction and intervention while intensifying efforts to strengthen parental involvement, improve teacher professional development, and foster a more supportive school culture for all. Our commitment remains focused on building a collaborative, inclusive, and engaging learning environment where every student can succeed academically, socially, and emotionally.

