Woodlands School

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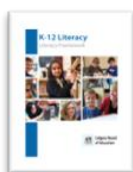# School Development Planning

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.

School Woodlands SIRR 24-25

Calgary Board of Education

School Development Plan – Year 2 of 3

School Goal
Student achievement in literacy and numeracy will improve.

Outcome:
Through the intentional design of the learning environment, students will improve in literacy and well-being.

Outcome (Optional)
Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Outcome Measures

Report Card Indicators
- Reads to explore and understand in English Language Arts and Literature (ELAL)
- Understands and applies concepts related to number and patterns in Mathematics

Provincial Achievement Tests
- Grade 6 English Language Arts and Literature Provincial Achievement Test in Reading
- Grade 6 Mathematics Provincial Achievement Test Part A operations and B reasoning

CBE Surveys
- Assurance Survey – Students who agree that students are engaged in their learning at school
- Assurance Survey – Students, parents and teachers satisfied with the overall quality of basic education
- OurSCHOOL – Students with a positive sense of belonging
- OurSCHOOL – Students who feel safe attending this school

Provincial Assessments
- Castles and Coltheart 3 Test of Word Reading (CC3)
- Provincial Numeracy Screening Assessment

Data for Monitoring Progress

Internal tracking
- Collaborative Response Team Meetings specific to English Language Arts and Literature
- Internal common assessments specific to English Language Arts and Literature and Mathematics
- English as an Additional Language Benchmarking Proficiency Scale
- Attendance

Formative progress
- Professional Learning Communities in ELAL and Mathematics
- Teacher use of pre-post assessments
- Literacy/Numeracy Tracking Spreadsheet

Perception data
- School-based teacher and student surveys may be used

Learning Excellence Actions

Utilize high impact literacy and numeracy strategies to engage students:

- Follow CBE scope and sequence for ELAL (including new Grades 4-6) and Mathematics
- Instructional blocks that balance phonological awareness, phonics, fluency, oral language, vocabulary, reading comprehension and writing appropriate to the grade level in the Literacy Framework
- Connect conceptual understanding to procedural fluency through explicit teaching of fluency strategies
- Implement daily routines focused on building efficiency, flexibility and accuracy in procedures
- Use open-ended questions regularly to support entry points in mathematics

Well-Being Actions

Create learning spaces that provide learners with safe and respectful environments:

- Offer a variety of learning materials and responsive spaces to create supportive learning environments
- Use student assessment results to design tasks for microteaching and small group targeted instruction to address student need in reading and number sense
- Whole school experiences that support well-being like student leadership group designed events, fine arts and active living residencies, parent council hosted events, Flex Fridays and assemblies
- Proactive safety messaging and targeted small group direct instruction
- Introduce competencies for Social Emotional Learning to staff and students

Truth & Reconciliation, Diversity and Inclusion Actions

Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:

- Extend circle practices beyond belonging to include problem solving and learning targets
- Knowledge keeper visits that provide launch points for land-based learning in Fish Creek Park
- Ongoing use and revision of continuum of supports for universal and targeted instruction in ELAL and Mathematics
- Embed the value of culture for learning and belonging
- Use assessment approaches that examine and celebrate incremental growth
- Provide multiple entry points for tasks

Professional Learning

CBE Professional Learning Series

- CBE Intervention Lead Teacher Professional Learning Series to support literacy instruction
- Modelled components within ELAL instructional blocks and aligned collaborative team meetings for each
- Collaborative work with mathematics specialist and partner school around

Structures and Processes

School-Based

- Professional Learning Communities
- Collaborative Response
- Student Learning Team
- Team Meetings

Resources

- Alberta Education Resources for ELAL and Mathematics
- CBE Scope and Sequence for ELAL and Mathematics
- CBE Framework documents for ELAL, Mathematics, Well-Being and Holistic Lifelong Learning
- Collaborative for Academic, Social and Emotional Learning Resources
- CBE Reading Assessment Decision Tree

procedural fluency using evidence-based resources
- Models to improve school Collaborative Response practice

- CBE Digital Decodable Library
- Combination of MathUP, Jump Math, and digital resources
- Graham Fletcher Figuring Out Fluency Webinar and Numeracy Progressions digital resources

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy and numeracy will improve.
Outcome one: Through the intentional design of the learning environment, students will improve in literacy and well-being.
Outcome two: Through the intentional design of the learning environment, students will improve in numeracy and well-being.

Celebrations

- Students achieving a 2, 3 or 4 in the report card stem 'reads to explore and understand' has improved from 78.00% to 79.7% from June 2024 to June 2025.

- While 29.40% of students in Grade 1 achieved a 1 in the report card stem 'reads to explore and understand' in June 2024, 10.00% of this cohort achieved a 1 in June 2025 in Grade 2, showing that the targeted phonemic awareness and decoding in the early grades is having a positive effect.

- Castles and Coltheart 3 Test of Word Reading (C3) - Percent of students in Grades 1-3 not requiring additional support improved between January 2025 (75.7%) and June 2025 (80.7%)

- Provincial Numeracy Screening Assessment - Percent of students in Grades 1-3 not requiring additional support improved between January 2025 (70.6%) and June 2025 (81.5%)

- Percent of students, parents and teachers satisfied with the overall quality of basic education (76.1% in 2024 to 82.6% in 2025).

- Percent of parents satisfied with the overall quality of basic education (59.2% in 2024 to 70.1% in 2025).

- Students in Grades 4 and 5 who report a positive sense of belonging (October 2024 67% to May 2025 75%)

- Students in Grade 6 who report they feel safe attending this school (October 2024 55% to May 2025 61%)

- Attendance – Woodlands has a lower percentage of students with absence rates exceeding 10 or 20 percent than schools in Area 6 or across CBE

Areas for Growth

- Building students' reading skills including reading rate and accuracy to support overall comprehension with text.

- Improving students' fluency with procedures in mathematics

- Continue to build student perception of belonging, safety and engagement

Next Steps

- In ELAL instructional blocks, provide improved balance of phonological awareness and phonics, word study, fluency, vocabulary and comprehension appropriate to grade level.

- In Collaborative Team Meetings, determine cycles for targeted students in the components of phonological awareness and phonics, word study, fluency, vocabulary and comprehension using locally developed tools to track incremental progress.

- Build skills in procedural fluency by adding more intentional use of open questions during balanced instruction of conceptual understanding, procedural practice and problem solving, providing entry points for all learners

- Continue collaborative work with mathematics specialist and partner school around procedural fluency using evidence-based resources

- Build familiarity for students and staff with the competencies of Social Emotional Learning using the Collaborative for Academic, Social and Emotional Learning Resources in class and during whole school assemblies