

Woodman School

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Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

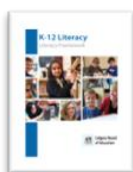
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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.

Woodman SIRR 24-25





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Through the intentional design of the learning environment, students will improve in well-being, speaking and reading across disciplines.

Outcome Measures

- Key Report Card indicators (Science, Social Studies)
Science “Develops skills for inquiry and communication”
Social Studies “Communicates ideas in an informed and persuasive manner”
- Secondary Report Card indicators to monitor for correlation (ELA, FLA– Reading stems)
- Provincial Achievement Tests (Gr. 9 Science, Social Studies, ELA and FLA)
- Diversity and Inclusion Measures (CBE Student Survey, Education Assurance, OUR SCHOOL and school-generated micro-surveys)

Data for Monitoring Progress

- Internal Tracking:
Collaborative Response Data
PLC Templates
Reading Assessment Decision Tree:
Core/MAZE Vocabulary/Comprehension, CTBS-R
- Formative Progress
French Reading Comprehension Benchmarks (Sept/April)
- Perception Data
Teacher responses to Alberta Education Assurance Model Survey Questions: Student achievement and Education Quality

Learning Excellence Actions

- Provide vocabulary instruction in all subject areas
- Provide explicit and systematic instruction in word learning in large and small groups
- Model and scaffold how to record knowledge and vocabulary from content matter

Well-Being Actions

- Create learning spaces that provide learners with friendliness and respect
- Work with students to explore data collected on study surveys to direct areas of improvement
- Invite guest speakers, community partners, presenters or artists from various cultural backgrounds

Truth & Reconciliation, Diversity and Inclusion Actions

- Facilitate personal connection to identity texts, varied images, and diverse voices that are representative of the student body
- Provide students with opportunities to interactively and collaboratively construct texts
- Enact the Spirit-To Be and Heart – To Belong Domains of the Indigenous Holistic Lifelong Learning Framework (Woodman Commitment to Truth & Reconciliation, 25-26)



**Professional Learning**

- CBE Middle Years Series
- CBE Languages, Late French Community of Practice
- ELA/ELAL Insite – Professional Learning

Structures and Processes

- Streamlined approach for tracking Collaborative Response and PLC meetings
- Design of vocabulary-rich learning environments in English/French
- Create Student Leadership and Well Being teams to gather perspectives and implement best practices

Resources

- Reading Assessment Decision Tree (RAD), Gr. 4-12
- Learn Alberta Vocabulary Development: Academic Language
- ELA/ELAL Insite – Teaching Practices and Interventions
- CBE Diversity and Inclusion D2L

School Development Plan – Data Story

2024-25 SDP GOAL ONE: Student achievement in literacy will improve

Outcome one: Through the intentional design of the learning environment, students will improve in well-being, speaking and reading across disciplines.

Celebrations

- Teachers identify the vital role of vocabulary development in literacy achievement across subject areas; they see value in utilising Professional Learning Communities (PLCs) and Professional Learning Days to develop pedagogy for vocabulary acquisition
- Noteworthy results in Grade 6 Provincial Achievement Tests across subject areas with (100% Acceptable/25% Excellent in English Language Arts (similar results in Social Studies and Mathematics)
- Students identify how the language arts they are learning at school is useful to them (Education Assurance Model, Feb. 2025, 85.8%)
- Overall perception results that students model the characteristics of active citizenship is high, with teacher and student stakeholder groups indicating the highest results since 2022
- A high percentage of parents, teachers and students indicate that the school has improved or stayed the same over the last three years

Areas for Growth

- Continue to build teacher capacity in understanding grade level instruction and achievement of reading in English and French across subject areas
- Increase PAT levels of Excellence in Gr. 9 Science (select cohorts) Social Studies, English Language Arts (Reading) and French Language Arts (Reading)
- Improve student perceptions related to inclusive classroom practices that allow them to be known, and connect to culturally responsive texts and other learning resources



Next Steps

- Design common vocabulary/reading tasks and assessment standards, resulting in greater congruence between various data points (report cards, Provincial Achievement Tests)
- Share and monitor diagnostic and achievement data between Bilingual Humanities and Science/Math teachers, through Collaborative Response and PLC tracking sheets (focus on Below Grade Level readers and English Language Learners)
- Implement three cycles of pre/post student surveys (November, February, June) in all Physical Education/Health classes, with the goal to improve results in the Diversity and Inclusion dimension of School Results

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