



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

Woodman 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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Through the effective work of Professional Learning Communities (PLCs) over the last three years, teachers have demonstrated increasing competency in understanding their students' reading abilities, and in teaching reading at the Gr. 5-9 level. These results are noted in high levels of Excellence in English/French Language Arts Provincial Achievement Test (PATs) results (May-June, 2024)

ELA Reading-School	ELA Reading - Province	FLA Reading-School	FLA Reading-Province
81% Acceptable 23.2% Excellence	69.5 Acceptable 11.8% Excellence	90% Acceptable 17.9% Excellence	76.6% Acceptable 10.6% Excellence

The school has a high number of English Language Learners:
173 students
90 newcomers in 2 years
50 Language Proficiency Levels 1-2

These students struggle in achieving grade level reading, as demonstrated by the following results:

English Language Learner PAT Results (May-June 2024)
31.7% of Gr. 9 students achieved Below Acceptable in ELA
30% of Gr. 9 students achieved Below Acceptable in Social Studies



21% of Gr. 9 students achieved Below Acceptable in Science

The Late French Immersion program is comprised of non-French language speakers and families, who are all accessing French as an Additional Language. Developing confidence in speaking, increasing academic vocabulary and fostering effective oral communication lays the groundwork for developing stronger reading comprehension skills.

The French Immersion Program Monitoring results (May 2024) indicate a gap in confidence in speaking, in Grade 9 students (71 respondents):

I feel confident engaging in spontaneous French speaking activities in class

Always	Mostly	Sometimes	Not at all
31%	42.3%	19.7%	5.6%

Language pedagogy indicates that Basic Interpersonal Communication Skills (BICs) are needed first, to support students in the earliest stages of listening and speaking (LP 1, LP 2 and early LP3). Cognitive Academic Language Proficiency (CALP), and corresponding reading and literacy instruction, will be strengthened within an informed continuum of language acquisition.

The gaps in CALP language skills are noted through diagnostic screeners, report card data and PAT achievement:

Report Card Data (June 2024)

Science “Develops skills for inquiry and communication”

	1	2	3	4
Gr. 7 English	7.4%	42.86%	35.71%	14.29%
Gr. 8 English	1.33%	28%	56%	14.67%

Social Studies: “Communicates ideas in an informed and persuasive manner

	1	2	3	4
Gr. 7 English	3.39%	40.68%	44.07%	11.86%
Gr. 8 English	0	42.62%	45.90%	33.33%

CTBS – Reading (Sept. 2024)

	To watch	Below (2+ years)	Below Grade 4	Below (2+ years)	Below Grade 4
Grade 5	2	0	0	6.67%	0.00%
Grade 6	0	0	0	0.00%	0.00%
Grade 7	19	19	15	6.25%	9.38%
Grade 8	19	10	29	6.25%	18.13%
Grade 9	5	14	16	7.65%	8.74%
Totals	45	43	60	7.78%	10.85%

The Learning Excellence data informs the School Development Plan: “Student achievement will improve in speaking and reading, across disciplines”

Well-Being





Woodman is a rich language learning ecosystem across all three programs. As language learners, we focus on developing persistence in learning and engaging in learning with confidence (as noted in CBE Results Report card). Teachers model their English/French and heritage language skills to students, which is further fostered through their teaching deployment between programs. The school mascot is the Wolf, which in Indigenous cultures symbolizes tenacity, social intelligence and working in community. These values are enacted through Wellness Days and "Breakfast With the Wolves" events throughout the school year.

Students respond to the following question, "How much do you feel spending Wellness Days connecting as the Wolf Pack is a valuable experience (Scale of 1-10)? Improvements were noted throughout the school year, indicating that these strategies to promote well-being and a sense of belonging should continue

October/December 2023	March 2024	May 2024
64.7%	66.4%	75.6%

Truth & Reconciliation, Diversity, and Inclusion

Our school focus has included increased recognition of cultural celebrations. We have incorporated slam poetry, storytelling and art. This recognizes students' personal histories and experiences before coming to Canada; with purposeful intention, we invite students to use both their heritage language and the language in instruction in communicating to others. The Calgary Bridge Foundation for Youth is an active source of support, education and partnership within the school. In 2023-2024, all students fulfilled the Commitment to Truth and Reconciliation by engaging with a text written by an Indigenous author.

These efforts will continue because - despite our improvement - data sources indicate that students believe they need to improve on their treatment of each other. They also indicate an increased need to respect each other's cultures. This is noted by triangulating Wellness Day Exit slips (May 2024) Alberta Education Assurance Model Survey (February 2024), and Our School Survey results (Sept. 2024)

Wellness Day Exit Surveys:

How much do students care about one another at Woodman? (Scale of 1-10)

October/December 2023	March 2024	May 2024
51.3% of students ranked their experience as 7 or higher	47.9% of students ranked their experience as 7 or higher)	49.6% of students ranked their experience as 7 or higher

How much do you feel your culture is respected? (Scale of 1-10)

October/December 2023	March 2024	May 2024
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CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

65.8% of students ranked their experience as 7 or higher

61.2% of students ranked their experience as 7 or higher

66% of students ranked their experience as 7 or higher

Alberta Education Assurance Model Survey, February 2024 (Grade 7)

		N	Strongly agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, student care about each other	2021	121	25	47	16	4	8	72
	2022	110	15	53	13	7	13	67
	2023	133	15	47	22	11	5	62
	2024	125	13	46	22	11	7	59
At school, student respect each other	2021	121	16	52	25	2	5	68
	2022	109	16	50	19	5	10	66
	2023	129	10	55	21	9	5	65
	2024	128	13	44	31	5	6	57

Our School Survey

Woodman students indicate above national averages for questions related to “understanding their own culture” (55%, as compared to 53% Canadian norm) and “understanding the culture of others” (80% as compared to 75% Canadian norm). However, this does not appear to transfer into whether they believe that other students care about each other and their respective cultures.

This Truth and Reconciliation data informs the School Development Plan to ensure that culturally responsive texts, identity texts, and storytelling are incorporated into task design. This will scaffold language and literacy development, while strengthening inclusion and care for others. In so doing, we will also fulfil our Commitment to Truth and Reconciliation, which states: “Each student will learn on the land at a site which holds significance for Indigenous peoples. Each student will strengthen literacies that enliven Indigenous voices and perspectives (novels, slam poetry, music, and storytelling).”





School Development Plan – Year 1 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 (Optional)

Students will gain confidence in speaking French spontaneously (French Immersion Program Monitoring Goal)

Outcome Measures

- Report Card Indicators (Science/Social Studies)
 - Develops skills for inquiry and communication
 - Communicates ideas in an informed and persuasive manner
- Provincial Achievement Tests
 - Gr. 9 Science/Social Studies
- CBE Surveys
 - OurSCHOOL Custom Open-Ended Survey Question: "How confident do you feel in speaking English in the school setting?" and "How confident do you feel in speaking French spontaneously outside of the classroom setting?"
 - CBE Student Survey: Learning in schools is meaningful

Data for Monitoring Progress

- Internal Tracking
 - Collaborative Response
 - Internal common assessments:
 - Reading Assessment Decision Tree: Core/MAZE Vocabulary/Comprehension, Words Their Way (Spelling), CTBS-R
 - English as an Additional Language Benchmarking Proficiency Scale
- Formative Progress
 - French Reading Comprehension Benchmarks (Sept/April)
 - Professional Learning Conferences
- Perception Data
 - Teacher responses to Alberta Education Assurance Model Survey questions: *At Risk Students, Access to Supports and Services*
 - Collaborative Planning Times

Learning Excellence Actions

- Utilize high impact literacy strategies to engage students:
- Provide vocabulary instruction in all subject areas
- Provide rich and varied language experiences
- Model and scaffold how to record knowledge and vocabulary from content matter in an authentic and recursive way

Well-Being Actions

- Create learning spaces that provide learners with safe and respectful environments:
- Model and practice strategies for persevering through struggle/challenge
- Support students to develop and practice functional/social language, such as: how to connect with peers, open/close/sustain conversations, strategic use of language supports

Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to an inclusive learning environment through responsive teaching and culturally diverse resources:
- Support students to use their home language through dual language identity texts **and** metalinguistic awareness activities
- Utilize inclusive, linguistically, culturally diverse and inviting





- Provide easy access to a variety of organized learning materials and responsive spaces

resources (oral/multi-media/print) Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind (as per Woodman Commitment to Truth and Reconciliation actions)

Professional Learning

- CBE Professional Learning Series
- Middle Year System Professional Learning
- CBE K-12 ESL Proficiency Benchmarks (with examples), focusing on the competency of Linguistic Vocabulary
- EAL Quick Byte Videos
- Late French Community of Practice
- Neuro-Linguistic Approach Series

Structures and Processes

- School-Based Classroom:
 - Use of classroom routines to enhance opportunities for speaking in small and individual settings
 - Create vocabulary-rich learning environments (concept maps, word walls, frequent phrases (English/French))
- School:
 - Disciplinary Professional Learning Communities
 - Collaborative Team Meetings
 - Collaborative Planning
 - Small group, sheltered Gr. 8/9 EAL core classes

Resources

- Capacity Building Series: A World of Words
- Chapter 6 - Vocabulary Instruction and ELs - excerpted from Unlocking English Language Learner's Potential by Fenner and Snyder
- Learn Alberta Vocabulary Development: Academic Language
- Academic Language Toolkit: Functions and Sentence Frames
- Chapter 2 – Choosing Words to Teach – excerpted from Bringing Words to Life by Margaret G. McKeown, Isabel L. Beck, Linda Kucan
- Vocabulary Continuum
- Content Area Vocabulary Study Strategies
- Understanding Reading Grades 4-9
- ELA/ELAL Insite Equity and Interventions

