

Woodbine 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

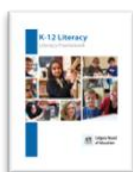
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In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

[SIRR 2024-2025](#)





School Development Plan – Year 2 of 3

School Goal

Students will improve their ability to communicate their ideas effectively through writing with an emphasis on the writing process and acting on feedback.

Outcome:

Teachers will design and implement writing instruction that explicitly teaches the writing process (planning, drafting, revising, editing) so that students demonstrate growth in their ability to plan, organize, and express ideas in writing.

Outcome Measures

Report Card Indicators:

- Writes to express information and ideas

CBE Surveys

- OurSchool Survey Question: "What is the most helpful step in the writing process for you, and why?"
- "What is your greatest challenge when you are asked to write in any subject area? This could include writing in your journal, answering a question in Social Studies, recording information in Science or writing a story, etc."

Provincial Achievement Tests

Grade 6 English Language Arts and Literature

Provincial Assessments

Castles and Coltheart 3 Test of Word Reading (CC3)

Data for Monitoring Progress

Internal Tracking:

- Writing samples collected each term and analyzed using a common Self-Regulated Strategy Development (SRSD) rubric
- Teacher documentation of SRSD goal-setting, self-talk, and strategy posters in the classroom
- English as an Additional Language Benchmarking

Formative Progress

- Professional Learning Community (PLC) notes and moderation data comparing student growth over time

Perception Data

- Student reflection checklists and self-assessments connected to SRSD stages.

Learning Excellence Actions

Utilize high impact writing strategies to engage students;

- Implement SRSD writing process across Divisions 1 and 2.
- Calibrate teacher understanding of the writing process through common

Well-Being Actions

- Use SRSD's goal-setting and self-monitoring tools to promote student ownership and confidence in writing.
- Embed self-talk strategies and "I can" language to support regulation and persistence, especially for neurodiverse learners.

Truth & Reconciliation, Diversity and Inclusion Actions

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

- Integrate Indigenous and multicultural perspectives in writing prompts to reflect multiple ways of knowing and telling stories.





rubrics and exemplars.

- Integrate SRSD progress checks into existing intervention and data cycles (6-week reviews).

- Celebrate writing growth regularly through classroom showcases and student reflection journals.
- Provide feedback that moves learning forward (regularly and timely).

- Use mentor texts from diverse voices to model structure and expression.
- Continue relational approaches that supported Indigenous student success in literacy
- Utilize scaffolding strategies to support multilingual learners
- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind.

Professional Learning

- SRSD Writing Framework training (planning, modeling, conferencing).
- Teacher calibration of writing exemplars and feedback using shared rubrics.
- Collaborative analysis of student writing samples in PLCs.
- Ongoing focus on executive function supports (organization, working memory, attention).
- Assessment and Reporting Guide

Structures and Processes

- 6-week intervention/data cycle extended to writing.
- Division writing PLCs using common planning templates and SRSD rubrics.
- Admin walkthroughs focused on visible evidence of the writing process (planning charts, goal-setting).
- Integration of writing data into Woodbine's internal literacy dashboard.

Resources

- SRSD classroom materials (rubrics, anchor charts, exemplars).
- Access to CBE Literacy Framework and Assessment & Reporting Guides.
- Professional texts: *The Writing Revolution* and *SRSD for All*.
- Additional EAL and Indigenous mentor texts and visual planning tools.



School Development Plan – Data Story

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CBE 2024-27 Education Plan



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

Outcome one: To improve student achievement and engagement in literacy, with a focus on explicitly teaching writing and reading strategies through multiple disciplines, student achievement in literacy will improve.

Outcome two: With a focus on high quality task design and assessment, the alignment and calibration of teaching practices will improve across classrooms.

Celebrations

- **Whole-school gains:** At-risk students dropped from **62% to 36%** across Grades 2–6 — this is a **42% reduction**.
- **Red to Growth:** 62 students who started significantly below moved into *at/near grade level*. This is a major intervention success story.
- **Grade 4 & Grade 6:** Both showed very strong gains (Grade 4 at-risk decreased from 64% → 24%; Grade 6 from 52% → 24%).
- **Indigenous learners:** On both LeNS and CC3, the percentage of students requiring support dropped to **0%** — a remarkable equity bright spot.
- **EAL learners (LeNS):** Risk cut in half (38% → 19%).

Areas for Growth

- Data shows improvement across all areas, with some groups making significant progress and others showing steady gains. For example, one cohort reduced its at-risk percentage by nearly one-quarter, reflecting meaningful growth. Another group, while still representing the highest proportion of students needing support, also demonstrated positive movement—an important step toward closing gaps. These trends highlight both progress made and clear opportunities for continued targeted intervention.
- **EAL learners (CC3):** While some improvement was noted (38% → 29%), the reduction was much smaller (**22% fewer at risk**) compared to LeNS. This mismatch between tools raises questions.





Next Steps *Focus on Writing*

While significant growth was noted in spelling this did not translate into growth in overall writing achievement for students. With this in mind the school focus will adjust to overall writing with a focus on process, content, organization and acting on feedback. The school has chosen to use strategies and tools based on Science of Writing and Self-Regulated Strategy Development (SRSD).

PLC focus will be based on 6 week cycles where:

- A component of the writing process (planning, drafting, revising, publishing) and forms of feedback within each part of the process is the focus
- A grade team focuses on two or three forms of writing for PLC focus over the course of the year
- The engagement of students in the writing process is enhanced by interesting topics and audiences that extend beyond the classroom.

Professional Development

1. Shift the improvement focus from decoding → writing process.
 - Implement SRSD (Self-Regulated Strategy Development) as the core writing framework.
 - Emphasize planning, organization, and self-monitoring strategies to support all learners, especially those with ADHD profiles.
2. Leverage existing intervention infrastructure.
 - Use the same cycle-based progress-monitoring model to track SRSD impact on writing samples.
3. Integrate literacy and writing data.
 - Connect encoding and composition outcomes to create a holistic picture of literacy growth.

